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ABSTRACT

This document contains information about the Wisconsin Department of Public Instruction's six initiatives and comments from participants at the annual Policy Seminar, sponsored jointly by the department and the North Central Regional Educational Laboratory (NCREL), July 11-13, 1994. The document contains the participants' comments regarding the initiatives and issues addressed at the seminar. The participants examined six initiatives within the framework of the federal Goals 2000 act. The six initiatives included: (1) Bright Beginnings; (2) the Urban Initiative; (3) School-to-Work Transition; (4) Wisconsin Learner Goals, Outcomes, and Assessment; (5) Educational Equity; and (6) Parent and Community Involvement. The federal Goals 2000 framework includes: teaching and learning, standards, and assessments; opportunity-to-learn standards and strategies; governance, accountability, and management; parent and community support; systemwide improvement; bottom-up reform; dropout strategies; coordination with school-to-work; integration with the Carl D. Perkins Vocational and Applied Technology Education Act; benchmarks and timelines; and monitoring progress. Participants also reviewed the draft Community Learning Plan. A copy of the plan and participants' comments are included in the document. (LMI)

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1994 DPI/NCREL

Policy Seminar Summary

Wisconsin Department of Public Instruction

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1994 DPI/NCREL Policy Seminar Summary

Wisconsin Department of Public Instruction
Madison, Wisconsin

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Table of Contents

Foreword v

Introduction 1

Summary Documents and General Themes 3

Participants 52

Foreword

Wisconsin is in an exciting era in public education. Educators and citizens from across Wisconsin have developed state educational goals and have identified meaningful learner outcomes that require high academic expectations for children. The Department of Public Instruction also has established initiatives to guide its work: Bright Beginnings (early childhood education); Urban Initiative; School-to-Work Transition; Wisconsin Learner Goals, Outcomes, and Assessment; Educational Equity; and Parent and Community Involvement.

With the recent enactment of the federal Goals 2000 legislation, we have an expanded opportunity to provide the conceptual framework for these initiatives. In addition, Goals 2000 may bring financial resources to some Wisconsin school districts through competitive grants for the next five years to help support local grassroots planning activities directed toward improving student academic achievement and making systemic change a reality in districts across our state.

This document is another step in this process. It contains important information about DPI's six initiatives along with comments from the participants at our annual Policy Seminar, sponsored jointly by the North Central Regional Educational Laboratory (NCREL) and the department. The comments gathered at the Policy Seminar provide me and others in the department with guidance as we continue our work as Goals 2000 is voluntarily implemented by school districts in Wisconsin. In addition, this document is intended to serve as a resource guide for members of Wisconsin's State Goals 2000 Panel, to the extent they wish to use it during their deliberations in 1995.

I want to extend my thanks to the Policy Seminar participants for their thoughtful work during the seminar and to NCREL for the financial support and technical assistance that made this event possible.

John T. Benson
State Superintendent

Introduction

For several years, the Wisconsin Department of Public Instruction (DPI), with financial and technical resources from the North Central Regional Educational Laboratory (NCREL), has conducted state policy seminars. NCREL is one of ten federally funded educational laboratories in the United States. Its primary purpose is to translate educational research into educational practice in the seven-state area served by the laboratory (Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, and Wisconsin). The laboratory is located in Oak Brook, Illinois.

Topics addressed in past policy seminars include teacher education and certification issues; school and district performance reports; educational goals and learner outcomes; and citizen forums regarding the role of DPI.

Early in 1994, State Superintendent John Benson appointed a DPI planning team to consider topics for the summer policy seminar. The nine-member team recommended that the policy seminar address DPI's six major initiatives and their relationship to the federal Goals 2000 legislation.

The planning team decided that the primary purpose of the seminar was to obtain ideas, suggestions, and opinions from a diverse group of citizens and educators who would provide guidance to the state superintendent in making program, budget, and policy decisions. In addition, the team decided that the information received from policy seminar participants would provide the State Goals 2000 Panel with an awareness of the viewpoints of both citizens and educators as panel members develop Wisconsin's Goals 2000 state improvement plan.

During the spring of 1994, the state superintendent invited 50 citizens and educators to the policy seminar. (A list of participants is on page 52.) Benson also invited various DPI staff members as representatives of organizational units and programs within the agency.

The 1994 DPI/NCREL Policy Seminar was held July 11 to 13 at the St. Benedict Center in Middleton. Benson opened the seminar by describing "a child's vision for education" in a reformed educational system. On Tuesday, July 12, the participants divided into six groups to analyze DPI's six initiatives within the context of Goals 2000.

On Wednesday morning, July 13, participants received a draft Community Learning Plan, which consisted of 40 questions based upon the federal Goals 2000 planning framework. A small-group process was again used to solicit comments, suggestions, and opinions from the participants regarding the appropriateness and usefulness of the draft Community Learning Plan.

This document contains the participants' unedited comments regarding the initiatives and issues addressed at the policy seminar.

1994 DPI/NCREL Policy Seminar

July 11	1 p.m.	Welcome	Johanna Kaufman, director Professional Development Academy Robert Gomoll deputy state superintendent Jeri Nowakowski, executive director North Central Regional Educational Laboratory
		A Child's Vision for Education	John Benson, state superintendent
		Purpose of Seminar/ Desired End Product	Johanna Kaufman
	2 p.m.	Goals 2000/National Perspective	State Rep. G. Spencer Coggs 17th Assembly District, Milwaukee
		Goals 2000/State Perspective	Pauli Nikolay, asst. state superintendent Division for Learning Support: Instructional Services
	3 p.m.	Wisconsin Learner Goals, Outcomes, and Assessment	Sue Grady, DPI Integrated and Applied Team Leader Darwin Kaufman, director, DPI Office for Educational Accountability
	7 p.m.	Keep Your Eyes on What You Cannot See	Jackson V. Parker, III, superintendent Burlington Area School District
July 12	8:30 a.m.	*Setting the Agenda for Today and Tomorrow*	Anne Conzemius, executive assistant to the state superintendent
	9:30 a.m.	Directions and Logistics	Johanna Kaufman
	10 a.m.	State Initiatives and the Wisconsin Plan	
	1 p.m.	State Initiatives and the Wisconsin Plan	
	3:30 p.m.	Considerations and Implications	
	4 p.m.	Preview of Tomorrow's Activities	Pat Sweeney, DPI Office for Educational Accountability
July 13	8:30 a.m.	*The Community Learning Plan: Goals 2000 at the Local Level*	Pat Sweeney
	9 a.m.	Discussion and Review	
	10:45 a.m.	Recommendations	
	noon	The Road to '96	Steve Dold, asst. state superintendent Division for Educational Accountability, Policy, and Management Support
	1 p.m.	Closing	Robert Gomoll

Introduction

On the first afternoon of the policy seminar the participants received introductory information through a series of presentations to establish a context for both large- and small-group discussions during the seminar. The participants divided into six discussion groups to examine DPI's six major initiatives within the context of the Goals 2000 framework established by federal legislation.

The six DPI initiatives are:

- Bright Beginnings: a coordinated, comprehensive approach to early childhood services involving a variety of local, state, and federal agencies and organizations
- Urban Initiative: a new program area that focuses on increased student achievement for schools with 30 percent or more of the students below the poverty line with emphasis on rigorous curricula, staff development, lower pupil-teacher ratios, and the "lighted schoolhouse" as a focal point of educational and community activities
- School-to-Work Transition: a comprehensive system of educational and related services which enables students to make an effective transition from the prekindergarten through 12th grade school system to postsecondary educational and employment choices
- Wisconsin Learner Goals, Outcomes, and Assessment: a comprehensive program based upon Wisconsin's educational goals, 17 learner outcomes, and the Wisconsin Student Assessment System (WSAS) which includes statewide knowledge and concept tests, statewide performance assessments, and voluntary local student portfolios
- Educational Equity: the provision of educational program and financial support services to all students regardless of location, gender, race, ethnicity, or other characteristics
- Parent and Community Involvement: programs and activities that result in the meaningful participation of parents, other community members, and community organizations in the operation of the public school system

The federal Goals 2000 framework includes:

- Teaching and learning, standards, and assessments
- Opportunity to learn standards or strategies
- Governance, accountability, and management
- Parent and community support and involvement
- Systemwide improvement
- Bottom-up reform
- Drop-out strategies
- Coordination with school-to-work
- Integration with Carl D. Perkins Vocational and Applied Technology Education Act
- Benchmarks and timelines
- Monitoring progress

The participants discussed the six Wisconsin initiatives within the context of the various elements of the Goals 2000 framework. Each discussion group included a DPI staff member, who recorded the group members' ideas and viewpoints. The primary purpose of the discussions was not to debate the issues and individual opinions but to solicit as much input as possible without attempting to reach a group consensus on the various issues.

Participants also reviewed the draft Community Learning Plan within the context of the Goals 2000 framework and the six DPI initiatives to determine its feasibility, utility, and appropriateness as the basis for school district competitive grant applications under Goals

2000. DPI staff members again served as recorders, capturing the participants' opinions.

The information from the various groups was processed on-site, and participants received copies of the material for their review and revision. In addition, copies of the materials were mailed to each participant in August for another round of review and revision.

Planning team members also informed participants that in addition to copies of the notes developed by the DPI recorders in the various small-group sessions, team members would identify general themes or concepts based on the viewpoints and ideas from the participants. These themes are listed on page 51.

After the seminar, Parents Raising Educational Standards in Schools (PRESS) sent a letter to the state superintendent that expressed "our dissent to the general content and process of the recent DPI/NCREL Policy Seminar held on July 11-13." This letter is reproduced in its entirety on page 54.

Background Information and Participants' Comments

Seminar participants received information about each of the six DPI initiatives before their group discussions. This information and the combined comments from all of the discussion groups appear on the following pages. The draft Community Learning Plan also is reprinted and is followed by the participants' comments about the plan and their message to the state superintendent and the State Goals 2000 Panel.

Bright Beginnings—Background Information

As part of DPI restructuring, an early childhood mission team has been created to drive and support the Bright Beginnings Initiatives for systemic reform at the front end of the learning continuum. The individuals on this core mission team in collaboration with other team members bring knowledge and expertise in areas of nutrition, instruction, special learning needs, and coordination with community service providers. The early childhood mission team and collaborative group has created the following vision, mission, and belief statements to lead early activities of the group.

Vision Statement: All children will have a quality childhood so they become joyful, lifelong learners, active contributors to healthy communities, and productive members of society.

Mission: The mission of DPI's early childhood team, in partnership with the early childhood community (including parents and professionals in the public and private sector), is to create a fully integrated comprehensive system in which all children will grow up in nurturing, healthy, and safe learning environments in which all families are supported in their roles and responsibilities.

DPI will accomplish this by providing leadership, partnerships, policy development, incentives, and technical assistance throughout the state of Wisconsin.

Belief Statement—Summary

- Children are the future of our society, and they have a right to a quality childhood.
- Parents/families are the child's first and foremost teachers.
- Communities need a comprehensive system of early childhood services.
- Public policy related to young children and their families must be redesigned.

Goals (draft)

Establish an internal communication system that would serve as a model of collaboration, networking, and public relations for the staff, teams, and organizational units within the DPI that impact early years of childhood services, birth to age eight.

Provide ongoing information to the field related to early childhood and the Bright Beginnings Initiatives and establish communications systems that allow feedback and input from the early childhood field, including parents, teachers, administrators, support staff, CESAs, public libraries, governmental and nongovernmental agencies, consumer and professional associations, relevant philanthropic organizations, legislators, and others in the early childhood community.

To build partnership with the early childhood community outside of DPI to develop and implement a shared vision of integrated comprehensive delivery of service to young children and their families.

To develop and promote assessment and instructional methods that are developmentally appropriate so that each child benefits from an integrated curriculum that enhances each child's strengths and supports areas of need.

To develop and promote new models for early childhood programs that provide a framework for quality early childhood services for young children birth through age eight and their families.

To develop and promote new designs for early childhood facilities that will support quality early childhood services for young children birth through age eight and their families.

To engage communities in strategic planning to shift the community value and culture to prevention-based systems that recognize the important role the whole community plays in establishing support to maintain stable families and healthy children.

To re-create systems to establish a comprehensive system of personnel development and standards that educate, train, and support professionals in implementing quality programs for young children and their families.

To re-create systems to ensure that parents/families and parent groups/associations are partners throughout the educational process.

Bright Beginnings—Participants' Comments

1. Teaching and Learning, Standards, and Assessments

- Develop/adopt new models for teaching and learning.
- Important to modify or establish new facilities that are appropriate for young children.
- Critical to provide staff development to all educational personnel that work with young children.
- Smaller class size of 15 students to one teacher is essential to meeting the learning needs of young children.
- Where are the standards from the National Association for the Education of Young Children? Take a look at these if developed.
- DPI function is to serve to provide framework/support/structure to network.
- Look at the characteristics of a "quality childhood":
  a. food/nutrition
  b. health care
  c. educational nurturing
- What is the relationship between Goals 2000 (Goal 1) and Bright Beginnings?
- Parents are teachers of their children. Teachers should help families to become better teachers.
- Focus on learning experiences that are appropriate for young children.
- Provide consistent programs across the state in early childhood.
- Lighted schoolhouses.
- Combining educational and medical model.
- Nongraded early primary as viable alternative.
- Consider certification for early primary teachers.
- Play needs to be a characteristic of early primary programs.
- Social interaction needs to be a part of early primary programs.
- Assessment should be developmentally appropriate for early primary grades.
- Develop appropriate assessments for young children. Do not develop state-level testing for young children—not appropriate for this age group.
- Assessment should be authentic—not paper and pencil.
- Assessment should be based upon developmental needs.

2. Opportunity to Learn Standards or Strategies

- Availability of preschool programs, Head Start, school district programs, other options, particularly for those that need it.
- Opportunity to learn—affordable child care for teaching and learning; provide a framework/support/structure to network.
- Experiential opportunities—many different kinds of experiences exist in the community: zoo trips, art museums, field trips with child-care providers; teachers as community members.
- There are children who fall through the cracks—migrant program for years has used technology on mobility. This strategy should be looked at for finding and following children.
- What about the children before they come to school, before early childhood classes? What can we do as the total governing body (state agencies, DPI, university, community agencies, etc.) to make sure every child from birth has a bright beginning?
- There should be a group/panel to define "opportunity to learn" standards.
- Don't make it the government doing this—should be done at the local level—to meet local needs.

- A major roadblock to opportunity to learn standards or strategies is the lack of collaboration among service agencies—related to changes in job roles: agency staff want to work "good hours" on **their** terms, which disrupt children during the school day. Some service agencies feel schools are the barriers.
- Increase pay for child-care providers, preschool teachers, aides, etc.
- General acknowledgment from the educational community of the importance of early childhood education.
- Recognize parents' and families' roles, not always parents, brothers, and sisters but also grandparents, aunts, and uncles.
- School/learning needs to be ready for children not children ready for school.

3. Governance, Accountability, and Management

- Need multiple indicators to determine how students are doing.
- Well-baby data could be used as an indicator.
- Governance and accountability must take into account or have built in it the understanding and needs of all students.
- Let local districts decide how best to govern and manage their system, address local needs.
- Early assessment is needed. Use existing instruments where appropriate (i.e., Third Grade Reading Test).
- Concern is noted that we are removing children too early from families.
- Any plan under Goals 2000 needs some similarity and accountability for school districts to be somewhat consistent in programming.
- Who is responsible and where are the gaps in services offered. Coordinated programs between DPI and the Department of Health and Social Services (DHSS) are needed.
- Services need to be offered in every school district.
- Every community will address and develop a local plan and services will be offered statewide.
- Universal plan developed by the state.
- Representative from county should work in school and coordinate services.
- Who is responsible? How to share governance coordination.
- Multiple agencies must commit to support this goal.
- Integrated services are a key.
- Local control is OK to a point, we need state parameters.
- Improve when two state agencies (DPI/DHSS) are involved in monitoring.
- Do we want the responsibility from cradle to age 4?

4. Parent and Community Support and Involvement

- Bright Beginnings must work in collaboration with community, child-care providers, and parents.
- Look at successful models, e.g., Head Start.
- Identify specific needs in the community—make decisions on a local basis.
- Find ways to identify and overcome the barriers to coordination and communication among service providers.
- Find ways to change statutes that get in the way of coordination or services.
- Find ways to develop parenting skills (e.g., in high school classes, through community organizations).
- Consider whether public policy related to young children and their families should be redesigned. Some parents are happy with school and policies in the school.
- Parent support program for parents of children who are cognitively disabled.
- Parent classes, parent-to-parent.

- How do we get parents involved? (Recommendation: Consider provision of transportation and child care for parents to attend meetings at school).
- Encourage employers to provide parents a minimum of eight hours a year to visit schools, volunteer, etc.

5. Systemwide Improvement

- Make all information available statewide—about the whole state and available to the whole state.
- Support the lighted schoolhouse approach.
- Provide full-day kindergarten for ages 4 and 5 for all parents who want it.
- House Head Start within public schools.
- Coordinate efforts among service providers.
- Build collaboration and coordination across levels of planning—school, community, city, state, and national learning communities.
- Lighted schoolhouse approach is a good idea but don't force it on all families. Some parents don't want involvement prior to age 5. They don't want to be told how to raise their child or what services they need. Sounds like state is trying to require this for all families not developed by each school or district.
- Services should be provided at the local school level and every district/school develops their own plan to meet their own needs. Services should be provided to those who need it.
- Older students working with younger students in both play and content areas.
- At what age of the child and at what level of involvement should agencies intervene?
- What should be voluntary and what not?
- What is the relationship between Bright Beginnings and the State Health Plan for the Year 2000?

6. Bottom-Up Reform

- Maintain local involvement and local control.
- Get commitment from many groups and use them continuously.
- Design decision making to empower people to make decisions as a group.
- Where does the money come from?

7. Drop-Out Strategies

- Number of children who have children—need multiple services to the students (parenting classes, etc.) so their children have needs met and have bright beginnings.
- How can middle or secondary schools be more responsive to the current problem of children having children?
- Lack of communication from transfer students—migrant program—a bag with children's records moves with child as child moves (health records, academics, etc.). Lose children because of the mobility. How do you provide jobs, have affordable housing for parents?
- Affordable child care should be made available for all children that need services.

8. Coordination with School-To-Work

- Help parents become better parents. Help families see work as being important (roles and responsibilities). Awareness of work and responsibility to community and their lives.
- School-to-Work needs to have a prekindergarten-12 focus.
- Connect Wisconsin Developmental Guidance Model prekindergarten-12.

9. Benchmarks and Timelines

- Urgency that the state needs to set the Goals 2000 Panel immediately.
- This plan calls for the governor and the state superintendent to work together.
- Funding again becomes a big issue.
- Need connections, benchmarks between schools and communities, to see that services meet the needs of children and families.
- These needs should be identified in the benchmarks.
- Set benchmarks.
- Benchmarks need to be consistent among school districts.

10. Integration with Carl Perkins Act

- Secondary issue.
- School-to-Work.
- Education for Employment.
- Waivers could become an issue because Perkins money can get waivers—waivers can be received for changes in educational policy and system.
- Teen- and single-parent programs should provide integration.
- What are the strategies to integrate all academic and vocational-technical programs prekindergarten-12?
- Shouldn't all programs include both academic and vocational skills?

11. Monitoring Progress

- Who will monitor progress (tied to governance)?
- Commitment to an effort.
- Parents and students need to be part of the monitoring process.
- Growth is the key—the benchmarks should be done late in the process (example: set the end benchmarks at grade three if Bright Beginnings is prekindergarten-3).

Urban Initiative—Background Information

Urban Education Task Force Recommendations: July 1994

The Goal

Promote student academic achievement.

The Means

A contract between the Department of Public Instruction and school districts participating in this program to guarantee the achievement of students.

The Package

Class size reductions

Reduce class size to 15 students per teacher in kindergarten and first grade beginning in the 1996-1997 school year. Each subsequent year add a grade level to the class size reduction program to reach the 15:1 ratio through grade 5 and for the core subjects in grades 6 through 8.

Coordination of services

Establish lighted schoolhouses open from early in the morning until late in the evening. These schools would house a variety of programs for children, families, and other community members. These programs would be offered by the school in collaboration with other government and community agencies.

Curriculum reform

Develop rigorous curricula intended to promote student academic achievement and prepare children for the diverse civic and employment environment in which they will live and work.

Staff development and professional accountability

Create a system of professional accountability that focuses on student achievement. The system establishes professional performance plans to promote student achievement; provides the resources and training necessary to ensure the professional staff has the skills required to teach students with diverse backgrounds; and provides for the removal from the schools of professionals unable to achieve agreed-upon results.

The Schools and Students Affected

Which children will be served?

The task force recommends these reform strategies for every school in the state. However, since the gap in student achievement is often a reflection of the gap between poverty and adequate income, any school that has an enrollment of 30 percent or more students below the poverty line is eligible for funds to implement this systemic reform package. School districts applying for funding will have to agree to implement all four recommended reforms in the eligible schools targeted and sign an achievement guarantee contract with the Department of Public Instruction in order to receive aid.

How many schools will be eligible for aid?

Approximately 465 schools in 128 districts.

The Cost

How much will the program cost?

Preliminary estimates suggest that the cost of reducing class size in full-day kindergarten and first grade in all eligible schools in the 1996-97 academic year is approximately $32 million for additional teachers. The other three reforms proposed do not have the same financial impact as reducing class size and can largely be achieved through changes in the law, administrative requirements, or school district policy. One reform, coordination of services, has the potential to provide more service for the same amount of money by eliminating overlap and duplication.

Where will the money come from?

The first two years of the program (1996-97 and 1997-98) will be funded, with legislative approval, by reallocating grant and aid funds currently administered by the Department of Public Instruction. Beginning with the 1998-99 school year the Legislature will be asked to appropriate additional funding. Capital expenses associated with the plan will vary from district to district. Legislative action may be required to provide some districts with funds for new classroom space.

Evaluating Results

How will success be measured

School districts funded under this program will enter into an achievement guarantee contract with the Department of Public Instruction. Each year the implementation of the program and its success in promoting student achievement will be assessed by the Department of Public Instruction and reviewed by an implementation and evaluation committee of citizens appointed by the governor and the state superintendent. There will also be a ten-year, longitudinal study of the program's effectiveness.

Urban Initiative—Participants' Comments

1. Teaching and Learning, Standards, and Assessments

- Poverty is a suburban and rural issue.
- Agreement needs to reached on what students should know and do.
- Rigorous teacher expectations and standards.
- Research says Tennessee study, class size reduction (15-1) in and of itself will not make this initiative successful. All parents will want smaller class sizes.
- Activity-driven instruction for students, learning style, etc.
- Challenging and relevant academic standards.
- Need more teacher contact time, although longer is not necessarily better.

2. Opportunity to Learn Standards or Strategies

- Students in smallest classes (Tennessee study) had good solid results.
- If we can't reduce class size, must look at other innovative ways to get results. Must look at innovative ways for all kids.
- Time is a variable; length of day and year needs to be investigated.

3. Governance, Accountability, and Management

- Urban Initiative has four goals—should have an evaluation program or accountability system that specifically looks at these four goals.
- How feasible is it to reallocate funds?
- What is relationship of this initiative to the national goals?
- Teaming to support initiative (lighthouse services).

4. Parent and Community Support and Involvement

- How to get community involved in school governance and funding, i.e., parents, business, seniors, community experts.
- Interagency commitment must be developed.
- The plan should come from and be endorsed by the community.
- Develop meaningful and realistic parent and community involvement program.

5. Systemwide Improvement

- Teacher expectations and standards.
- Professional development essential—need development in teaching methods, learning styles, etc.; whole range of teaching strategies to address needs of students.
- Price tag—lighthouse services price tag.
- Space needs/cost.
- "Neighborhood" school needs to be redefined.
- Build on experience, research, and best practices.

6. Bottom-Up Reform

- How does reducing class size relate to this initiative?
- Need to involve students.
- Listen to parents, community, students to achieve reform.

7. *Drop-Out Strategies*

- This entire initiative is a drop-out strategy.
- Change the school and larger climate/culture to make students want to learn.

8. *Coordination with School-to-Work*

- School-to-Work needs to be a central piece to this initiative.

9. *Benchmarks and Timelines*

10. *Integration with Perkins Act*

11. *Monitoring Progress*

School-to-Work Transition—Background Information

Education for a Lifetime: Wisconsin's School-to-Work Initiative

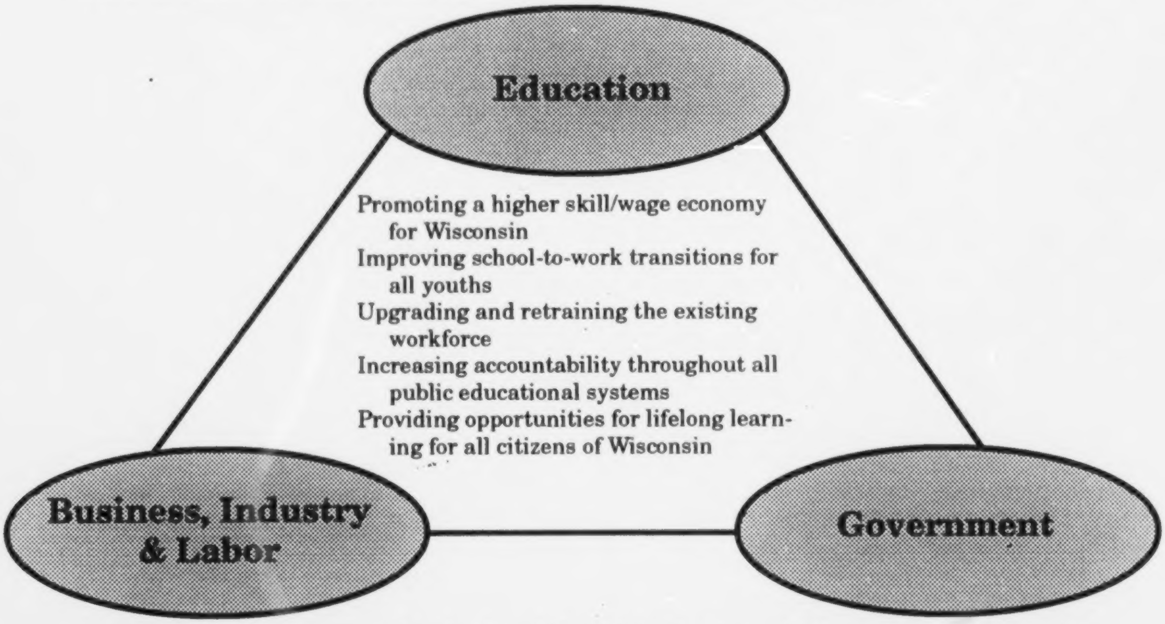
Investing in the future—that's the one phrase that best sums up the long tradition of public support for education in Wisconsin. By most conventional measures, our educational system is performing well. Average scores on college entrance exams are consistently among the highest in the country, and drop-out rates are among the lowest. Wisconsin's technical college and university systems are recognized as among the best in the nation. Both provide accessible and affordable education and training to people across the state. Unemployment is among the lowest in the nation and, in recent years, job creation in Wisconsin accounted for about ten percent of all new jobs in the country.

While we should celebrate this success, we must also recognize and begin to meet the challenges posed by a new economic order of global competitiveness. Wisconsin needs a well-educated, highly skilled, and flexible workforce to remain competitive into the 21st century.

Wisconsin's School-to-Work initiatives are part of a broader human resource investment effort to promote economic prosperity for all citizens in Wisconsin. Figure 1 describes the key components of this broader strategy to enhance Wisconsin's competitiveness in the global marketplace.

Figure 1

The Goals of Wisconsin's School-to-Work Initiatives



Promoting a higher skill/wage economy for Wisconsin
Improving school-to-work transitions for all youths
Upgrading and retraining the existing workforce
Increasing accountability throughout all public educational systems
Providing opportunities for lifelong learning for all citizens of Wisconsin

Once, graduation from grade school, and then high school, provided an adequate preparation for a life of economic self-sufficiency. Today, high school graduates face a relatively bleak future without further postsecondary education and training. If Wisconsin is to be truly competitive in the global economy, our educational systems must provide all students with the underpinnings for a lifetime of learning.

Wisconsin's School-to-Work Transition model:

- assists students in setting educational and career goals;
- helps students develop realistic and informed expectations about their skills and abilities, employment requirements, and adult work roles;
- reinforces for students the link between learning and earning;
- provides students with comprehensive academic and technical preparation to meet the needs of the labor market;
- connects the education community with business, industry, labor, and other community resources to provide a support system for student learning and to facilitate the transition from school to work; and
- provides young people with the ability to benefit from and access lifelong opportunities for learning and personal development.

Wisconsin's School-to-Work model is based on the need for its educational system to continue to provide the academic foundations for further education and training. It recognizes, however, that collaboration between our educational systems and others in our communities is key to helping young people move from school to economic self-sufficiency. The initiatives provide flexibility in implementation to tailor programs to local economic and social conditions. At the same time, the model provides a framework for ensuring that all students have the opportunity to develop the skills, knowledge, and attitudes they need to become productive and responsible citizens.

Key Components of Wisconsin's School-to-Work Transition Model

The school-to-work transition process is on-going, beginning early in life and extending for most young people in the U.S. into their mid-twenties. Although most high school students work part time sometime prior to graduation, a major benchmark in the school-to-work transition process occurs when students first graduate from high school and seek full-time employment. Prior to this point, compulsory attendance laws mandate participation in some kind of educational program. After high school graduation, however, further participation in postsecondary education is voluntary. As a result, most school-to-work transition efforts concentrate on this critical juncture in the life of young people.

Key components of school-based learning in Wisconsin's School-to-Work model include:

- **Increased expectations in educational attainment for all students:** Wisconsin's School-to-Work model actively encourages students to take more challenging courses of study and instructors to adopt alternative approaches to instruction to better accommodate alternative learning styles.
- **Career development through career education and counseling:** Career development activities are designed to help young people become acquainted with the world of work, beginning with career awareness in the lower grades, progressing to career exploration activities such as job shadowing in the middle and higher grades, and finally to career preparation in the last two years of high school and through postsecondary education and training opportunities. The Wisconsin Developmental Guidance Model provides the framework for integrating multiple guidance services, and the state's School-to-Work model also includes community-based career counseling centers across the state.
- **Authentic student evaluation through portfolios and gateway assessments:** Implementation of the Wisconsin Student Assessment System will result in monitoring student progress in developing basic foundational and employability skills through a variety of evaluation techniques, including multiple-choice tests, writing samples, teacher/work-site mentor observations, performance-based demonstrations, and a student portfolio system. The

result of these assessments will be to provide students with information on personal strengths, areas needing improvement, and ideas for potential career choices.

- **Integrated and applied curriculum:** Students need opportunities to learn through integrated and applied curriculum experiences. Just as departments are merged and subject matter is integrated in the world of business and industry, our school curriculum should not be taught in isolation. A competency-based curriculum allows for smoother pathways between high school and postsecondary settings helping to avoid unnecessary duplication of course content and more opportunities for advanced standing agreements.

For work-based learning, key components of the state's School-to-Work model include:

- **Competency-based work experience:** The attitudes, skills, and knowledge needed to succeed in the workplace can best be acquired by a combination of classroom and work experiences. Wisconsin's programs for work-based learning will include paid work experiences for young people, either while in high school or in articulated postsecondary technical education programs.
- **Work-based curricula designed to meet skill standards:** Wisconsin's School-to-Work model uses work-based curricula designed to meet occupational skill standards set by industry representatives to help students attain specific academic, occupational, and employability skills.
- **Worksite mentors:** Work-based learning is most likely to result in cognitive and skill development when students have adult role models and teachers in the workplace to guide and encourage skill attainment. Students participating in work-based learning will be assigned to trained mentors.
- **Portable certificates of skill competency attainment:** Students should be recognized for achieving key benchmarks and standards. These certificates, included in the student's career portfolio, should provide employers across the state with information about the skills and knowledge students have obtained through their work-based learning experience.

Implementing Wisconsin's School-to-Work Model

A recent report of the Government Accounting Office ranks Wisconsin as one of only four states nationwide to have made significant strides in implementing school-to-work initiatives. The state and its communities have taken a number of steps to provide leadership on school-to-work issues; to develop partnerships to implement innovative programs and initiatives; and to create the needed linkages between our public schools, technical colleges, and universities as well as between our educational systems and other institutions.

Refocusing our educational resources to better meet the needs of students, employers, and their communities is a complicated and involved process. It takes a commitment to change, a passion for excellence, and the will to challenge existing ideas and ways of doing things. Most importantly, it takes a willingness to recognize that the job will never be completed and a continuing commitment to reassessing the needs of our communities and designing new strategies to invest in Wisconsin's future.

School-to-Work Transition—Participants' Comments

1. Teaching and Learning, Standards, and Assessments

- Without links to Bright Beginnings and the Urban Initiative this initiative will/may falter.
- Integrated and applied curriculum that is not "dumbed down."
- Focus on processes to include work skills (thinking skills).
- Curriculum must be relevant.
- Assessment must be authentic, i.e., portfolios.
- Funding must be provided for elementary performance assessment (at all levels).
- School-to-Work must not be implemented until basic skills are mastered.
- School-to-Work should be integrated into the curriculum.
- Curriculum is the emphasis.
- Staff development is essential, especially guidance counselors; curriculum connection with the work place.
- Horizontal and vertical articulation is essential.
- Curriculum needs to change in grades 11 through college.
- High curriculum standards must be in place.
- Need to use a variety of teaching and learning styles.
- Can School-to-Work be done? There are misconceptions about what it is.
- Annual assessment won't work. It is a slow incremental process. Need longer assessment period than annually; however, five years' review is too long to wait. People involved know what works and what doesn't.
- Hands-on/outcome-based model of performance.
- Career guidance should/should not begin in elementary schools—guidance issue certainly needs more attention.
- Redefine what is "basic" about basic skills.
- Move to performance standards and development of portfolio.
- Students should **not** be locked out of any program.
- Ties with other programs and initiatives such as authentic work, authentic assessment, cooperative learning.
- Authentic work, authentic assessment, cooperative learning.

2. Opportunity to Learn Standards or Strategies

- School-to-Work does very little to include special populations, i.e., gifted and talented students and those with exceptional educational needs.
- Need to teach students how to dress, etc. Must look at the basic needs of students to improve their chances to make the transition from school to the work force.
- Need to develop so minority students can learn the work skills necessary to work in the work force to reduce unemployment.
- Primary concern—differential access to School-to-Work programs.

3. Governance, Accountability, and Management

- Information access.
- The average teacher has no idea what School-to-Work is about. The school needs to spend time on this schoolwide to get everyone to understand. Must be incorporated into management structure. It is not an add-on responsibility—it should be incorporated into the governance and accountability.
- Ongoing evaluation of School-to-Work should be part of accountability.
- Who is responsible?
- How do we use the entire community as a learning environment?

- Flexibility from requirements at state and local level, i.e., credit requirements for high school graduation (Carnegie unit).
- Collect data on participation in School-to-Work programs across districts and future plans of participants.

4. Parent and Community Support and Involvement

- Concern by parents that students are being "slotted" into tracks—misconception that needs to be clearly communicated to parents. Career maps will help to clarify the road (the means to an end).
- School-to-Work is a human enterprise—educators, parents, community.
- Help parents and community understand what School-to-Work and vocational education really is.
- How to use whole community as learning environment.
- Career maps—need to involve parents early on in the process with career options, possibilities.
- Fear—will business community be there for schools? It is a large commitment in time and resources.
- Misconception on definition of School-to-Work widespread throughout the state.
- Need to do a better job in approaching businesses.
- Mentoring.
- How is community defined?
- Employer is also a learner—need to think about how work is done in a different way.
- Opportunities available for meaningful employment (full range of options).
- True and sustained commitment from business and industry over time.
- Involvement and a significant commitment from business and industry.
- Develop best models and share with others on how to establish membership for students, parents, and other community members in education and its lifelong goal to develop employable workers.

5. Systemwide Improvement

- Without links to Bright Beginnings and the Urban Initiative this initiative will/may falter.
- Need all staff, community, all school personnel, school board members to understand School-to-Work.
- Need to address the awareness of School-to-Work and involve all levels: communities, schools, districts, state, University of Wisconsin System, Wisconsin Technical College System.
- Take programs that are out in front and build upon them.
- Need to involve Private Industry Council.
- Majority of time in elementary school should be spent on reading and mathematics. Should wait until middle school to high school for School-to-Work programs.
- Should not be departmentalized but integrated throughout the programming of students. Must break down isolation of this program.
- We focus too much on the vocational aspect because all students will end up employed at some point in their lives.
- Needs more emphasis on education for employment.
- Overall staff development for all school staff regarding School-to-Work.
- If the value isn't seen, there will not be total unity (understanding of change); people will sabotage efforts to systemically change.
- Need to look at work with a holistic approach at many employment opportunities (rather than big business). Should be additional evidence of governmental jobs (state and federal), doctors, lawyers, bakers, bankers, paraprofessional, technical, etc.
- Misconception on definition of School-to-Work widespread throughout the state.

- Are trying to make new initiatives work in a "traditional system." Public at large is holding on to traditional system.
- Important to remember that college-bound students will work also. Opportunity to move away from tracking.
- All students need access to a School-to-Work transition program.
- Need to expose students to new developing job opportunities (don't just train for today).
- Expand technology experiences beyond current computer emphasis.

6. Bottom-Up Reform

- Effort is being placed on developing integrated curriculum.
- Staff development will be essential when developing integrated curriculum.
- If the value isn't seen, there will not be total understanding of change. People will sabotage efforts to systemically change.
- Committees composed of teachers (business/vocational), business people, and administrators (plus university, students, technical schools) to make decisions on curriculum.
- Work within current site-based councils.

7. Drop-Out Strategies

- Help children stay in-school.
- Evaluate success of School-to-Work by monitoring drop-out reduction.
- Can School-to-Work motivate students to stay in school?
- Link alternative programs to School-to-Work efforts.
- Provide alternatives to regular school programs based on the specific needs of at-risk students using community work sites when possible.
- Begin in elementary school to identify at-risk students and educate them about work potentials and educational needs.

8. Coordination

- Include a broad base of businesses such as entrepreneurs, small business, mom-and-pop shops.
- Remember, small communities do not have some of these opportunities (as listed above).
- Initiate work experiences other than youth apprenticeships, such as: volunteer work in middle school and mentoring.

9. Benchmarks and Timelines

- Timelines and benchmarks are already in the initiative.

10. Integration with Perkins Act

- Duties of the State Goals 2000 Panel should be:
    a. How are the two DPI grants, Connecting the Curriculum and the federal Frameworks In Science and Mathematics (FISM), integrated into the Perkins Act?
    b. How are vocational schools coordinating their activities with the DPI and State Goals 2000 Panel (in other words, what roles do they play and who coordinates)?
- There should be a close linkage between Perkins Act priorities and School-to-Work initiatives.
- Perkins Act needs to be altered to include K-12.
- More funds needed in elementary grades for more career-type activities.

11. Monitoring Process

- The State Goals 2000 Panel should be aware that they are being asked by the U.S. Department of Education to monitor and improve schools that are not meeting the standards that have been adopted by the state.

Wisconsin Learner Goals, Outcomes, and Assessment—Background Information

Background

The State Superintendent's Assessment Advisory Committee was appointed in the spring of 1993 to meet the state Legislature's mandate to "...advise the State Superintendent on how to utilize school district and state educational goals in the development of a pupil assessment program." The committee developed specific recommendations about the design of a pupil assessment system linked with Wisconsin's Educational Goals.

Relationship of Goals to Assessments

In March 1993, the State Educational Goals Committee established three categories of goals: *learner*, *institutional support*, and *societal support* goals. The learner goals establish expectations for students. The committee recognized the importance of the context in which formal education takes place and identified the societal and institutional prerequisites for a quality learning environment. Thus, committee members established a set of societal and institutional goals to serve as the foundation for the systematic change in schools and society that is needed to increase student learning and achieve personal and community prosperity in the first half of the twenty-first century.

While the goals committee members established ten learner goals, they specifically identified the first three of these to serve as the basis for statewide assessment. The assessment committee recommendations envision a system that will provide comprehensive information about student attainment of these three goals.

While the learner goals constitute general expectations for students, they are not specific enough to serve as the basis for assessment development. More concrete outcome statements and specific academic content are needed to guide the development of assessment tasks and examinations. Department of Public Instruction staff members have completed the outcome statements and have established preliminary academic content. However, the content frameworks will likely undergo modifications as nationally developed standards for subjects become available.

Assessment

The focus of the assessment system must be on the improvement of student learning. It must also be grounded in the belief that all children can learn.

The end of the tenth grade marks a critical point in Wisconsin's conception of the transition from school to work. Up to tenth grade, all students should have pursued the demanding academic work necessary for success in the final, transitional years of their secondary schooling. These last two years will emphasize preparation for technical fields, college, or apprenticeship programs. Pupil assessment should provide information to assist in assuring that the first ten years of schooling prepare students for the challenges of their transitional years. Such information can be used in four ways: for evaluation of curriculum and instruction, demonstration of achievement, planning, and guidance.

First, the assessment information can be used to evaluate curriculum and instruction. Assessment results provide an opportunity to celebrate the successes of our schools and draw attention to effective programs. Assessment results also reveal areas that need improvement and provide direction for increasing program effectiveness.

Second, students' demonstration of meeting the first three learner goals at the end of tenth grade will serve as the bridge connecting them to success in their chosen pursuits in the eleventh and twelfth grades. Assessment information can measure the extent to which students have the knowledge and skills necessary for future success. After tenth grade, students may choose to emphasize technical preparation, apprenticeship activities, or preparation for college in the next phase of their education. The intent is for individuals pursuing one path to be able to enter a different path when they are motivated to do so. Choice would be based on interests and career plans, not on the level of skill attained.

Third, based on assessment results, educators can plan program improvements. The assessment methods can promote better instructional practices. Curriculum, instruction, and assessment should be closely linked so that assessment results will lead directly to interventions that result in program improvements.

Fourth, the assessment can be used as a guidance tool. In conjunction with information about interests, preferred skills, and other factors, students, staff members, and parents can assist students in planning their educational and career paths.

When completely implemented, the assessment system as envisioned by the committee includes three kinds of measures to assess student learning. Traditional examinations with multiple-choice and short-answer questions, termed **limited-response testing**, will be used to measure students' understanding of important knowledge and concepts in mathematics, language arts, science, and social studies.

Because many of the critical outcomes of schooling reflect actual pupil performances, the DPI will develop new and innovative methods to assess this learning. Students at specific grade levels will be given **performance assessments**. **Student portfolios** will contain outcomes requiring projects of longer duration. Limited response and performance assessments will be given to all state students, but local school districts will develop and implement portfolio assessments that will be based on statewide guidelines. The annual Third Grade Reading Test will likely continue.

Staff development is a crucial component of the assessment system. Staff development on assessment literacy and on using performance and portfolio methods will provide support for the Wisconsin Student Assessment System, will lead to its institutionalization within schools, and will lead to appropriate uses of assessment results.

The various types of indicators will be utilized to measure the three Wisconsin learner goals that are to be the focus of assessment. A student's knowledge base (goal 1) would be measured primarily by limited-response examinations. Thinking and communication processes (goal 2) would be tested by each of the methods. Application of knowledge and processes (goal 3) requires performance and portfolio methods.

Together, the three types of indicators—*limited response*, *performance*, and *portfolio*—provide the comprehensive information required to assess students' capability to perform the critical outcomes of schooling. Each approach will contribute unique, essential information. It is only through such a comprehensive system that the range and richness of the totality of learning can be measured and evaluated.

For further information regarding the Wisconsin Learner Goals, Outcomes, and Assessment, contact the Division for Learning Support: Instructional Services, (608) 267-7101 or (800) 441-4563.

WISCONSIN'S EDUCATIONAL GOALS*

VISION

Wisconsin's public schools exist for all students so they have an equal opportunity to attain their highest level of academic achievement, growth, and development.

Public education is a fundamental responsibility of the state. The constitution vests in the state superintendent the supervision of public instruction and directs the legislature to provide for the establishment of district schools. The effective operation of the public schools is dependent upon a common understanding of what public schools should be and do. Establishing such goals is a necessary and proper complement to the state's financial contribution to education. Each school board should provide curriculum, course requirements, and instruction consistent with the goals established. Parents and guardians of pupils enrolled in the school district share with the state and school board the responsibility for pupils meeting the goals.

Educational goals are not all the same. They differ in who implements them, who or what is directly affected by them, and the immediacy of their impact on the classroom. For convenience, the following goals are divided into three major categories: Learner Goals, Institutional Support Goals, and Societal Support Goals.

LEARNER GOALS

Learner goals refer to our expectations for students. What should students know and be able to do as a result of their time in the educational system? These goals apply to the students rather than the society or the institutions within which they are educated.

Schools exist for students to learn and to reach their full potential. The first three learner goals are the basis for development of a statewide assessment system and provide the basis upon which students achieve the other learner goals.

THE LEARNER WILL:

1. Build a substantial knowledge base.

Students will build a solid knowledge base developed from challenging subject matter in computer/information technology, environmental education, fine and performing arts, foreign language, health, language arts, mathematics, physical education, reading, science, social studies, and vocational education.

2. Develop thinking and communication processes.

Students will develop a command of thinking processes (analysis, creative thinking, problem solving, decision making, visualizing, concept development) that permit them to interpret and apply the knowledge base. Communication processes (listening, speaking, reading, writing, viewing, image making, and other symbolizing) enable them to communicate thoughts with others.

3. Apply knowledge and processes.

Students will build upon knowledge and apply learning processes to create new ideas and understandings, enhance human relations, expand awareness, and enrich human experiences.

4. Acquire the capacity and motivation for lifelong learning.

Students will develop their natural curiosity to acquire habits of inquiry and a love for learning which will motivate them to continue learning throughout their lives.

5. Develop physical and emotional wellness.

Students will acquire the attitudes, knowledge, and habits to grow physically and emotionally healthy, develop self-esteem and confidence, and exhibit a healthy lifestyle.

6. Develop character.

Students will exhibit personal characteristics, such as compassion, conviction, curiosity, ethics, integrity, motivation, and responsibility.

7. Be a responsible citizen.

Students will possess and exercise the knowledge and processes necessary for full participation in the family, civic, economic, and cultural life of a complex interdependent, global society. Students will acquire an understanding of the basic workings of all levels of government, including the duties and responsibilities of citizenship. Students will make a commitment to the basic values of our government, including reverence and respect for and the history and meaning of the U.S. flag, the Declaration of Independence, the U.S. constitution and the constitution and laws of this state, and acquire a knowledge of state, national, and world history.

8. Be prepared for productive work.

Students will acquire knowledge, capabilities, and attitudes necessary to make them contributing members of a dynamic national and world economy and prepare them for the transition from school to work.

9. Respect cultural diversity and pluralism.

Students will demonstrate the knowledge and attitudes necessary to understand and respect individual and multicultural diversity and to work cooperatively with all people.

10. Develop aesthetic awareness.

Students will become aware of and be able to generate those forms of experience that have artistic and aesthetic meaning.

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*As required by s. 9145(9c), 1991 Wisconsin Act 269, and reported by Governor Tommy G. Thompson and State Superintendent John T. Benson to the Wisconsin Legislature on September 1,1993.

INSTITUTIONAL SUPPORT GOALS

Institutional support goals have to do with the learning context and environment and are the means that support the achievement of learner goals. They include such things as adequate buildings, adequately prepared teachers, reasonable teacher planning time, and appropriate materials. Many of these factors have a direct impact on the classroom and the students. Institutional support goals deal with conditions that are within the control of the school district through its school boards and administrators, assuming that society has provided the necessary resources. If a goal affects the learning environment and is attainable without action by entities outside the local school district, it is called an institutional support goal.

To accomplish these goals and provide appropriate instruction, adequate resources, time, staff development, funding, technology, and facilities must be available. A governance model that encourages local decision making might better ensure that all parties play a role in deciding the allocation of resources.

INSTITUTIONS WILL:

1. Focus on academic achievement.

The primary mission of schools will include a focus on academic results to ensure that learning occurs.

2. Set high expectations for students and schools.

School staffs, parents, and community members must set high expectations so that all students will achieve the expected educational results.

3. Address the needs of all students.

Schools will recognize the widely varying circumstances and backgrounds that children bring to school and will design strategies and alternative programs to meet the changing needs and diverse learning styles of students.

4. Establish a climate of respect.

The school atmosphere will ensure that students and staff are treated with respect and dignity so that they respect others and so that students are better able to learn.

5. Provide a wide range of educational offerings.

Schools will offer a wide range of curricular and co-curricular activities so that students will have additional opportunities to learn teamwork, cooperation, and the application of learning.

6. Provide an active learning environment.

Schools will provide an environment in which students are actively engaged in learning that connects curriculum, instruction, and assessment.

7. Provide a positive physical setting for learning.

Schools will provide safe and stimulating environments conducive to active learning.

8. Meet the needs of professional staff.

Staff will have the resources, preparation, and encouragement to perform successfully. Staff should have adequate time and financial support for professional development, collaboration in course planning, strategy development, and innovation to meet the needs of children.

9. Establish family partnerships.

Schools will create an environment that seeks the active participation of families to maximize learning.

10. Promote collaboration within the school and community.

Schools and school boards will facilitate collaboration between and among all school staff and community members and connect the curriculum and delivery of services.

SOCIETAL SUPPORT GOALS

Societal support goals, like institutional support goals, are the means that support the achievement of learner goals. If met, they ensure that students will have the necessary foundation to learn. They include such things as adequate health care, adequate nutrition, adequate funding for education, and safe, drug-free environments. These goals have significance beyond the educational community. Still, they have a crucial, if indirect, effect on children's learning. If children are not secure, properly nourished, or in good health, they will find it difficult to learn. If a goal requires action by forces outside the school district structure, it is called a societal support goal.

To accomplish these goals, society must make the commitment to invest in a quality education for all children, ensure that schools are staffed by well-prepared and caring personnel, invest its resources and leadership to ensure that children flourish, and provide support for families to provide a nurturing environment for their children.

SOCIETY WILL:

1. Make children its top priority.

Wisconsin will make the education and nurturing of all children its top priority.

2. Provide fair and adequate funding for education.

Society will act to resolve the disparities among school district financial resources needed to ensure that students, regardless of where they live, meet state educational expectations.

3. Provide safe schools, neighborhoods, and communities.

Society will promote drug- and violence-free schools and communities.

4. Ensure that children at all levels are ready to learn.

Society will provide support for parents and families to meet the ongoing nutritional, safety, physical, and emotional health needs of their children. Parents and families will instill in their children the importance of education.

5. Develop partnerships.

Society will develop partnerships between and among educators, students, parents, community, labor, business, industry, other educational institutions, and government agencies to better serve students and families.

6. Provide educational, cultural, and recreational opportunities.

Society will provide educational, cultural, and recreational opportunities that will enhance the quality of life and learning for all citizens.

7. Enhance educational equity through information technology.

Society will provide the necessary resources for schools to capitalize on information technologies such as telecommunications and computer networks to extend curriculum by using delivery systems such as distance learning.

8. Support local decision making.

The primary mission of state educational governance will be to support local districts, allow maximum flexibility for local decision making and innovation, and employ reasonable measures of accountability. The primary indicator of district effectiveness shall be academic results.

Wisconsin Learner Outcomes

The Department of Public Instruction endorses the following learner outcomes, which were developed by hundreds of educators and other community members from throughout the state. In order for students to demonstrate the outcomes, they will need a solid foundation in the academic subjects of language arts, mathematics, science, and social studies. The outcomes serve as a bridge between Wisconsin's Educational Goals, academic content, and student assessment.

1. Identify, develop, evaluate, and apply criteria to ideas, products, and performances of one's self or others.	This outcome requires students to be constructively critical of the work of other persons as well as that produced by one's self. A person should realize when such criticism is objective or subjective. Students should apply criteria developed by themselves as well as those developed by others.
2. Revise a product, performance, system, and idea in response to relevant information.	Relevant information might include additional data, changes in a situation, or feedback from experts, peers, or family members. Although the revision may make the item different than it was before, the intent is that the change results in improvement. The expectation is that students will consider all information presented and use that which will result in improvement.
3. Make informed decisions by examining options and anticipating consequences of actions.	Familiar sayings such as "look before you leap" and "think before you act" capture the essence of this outcome. Students should gather evidence and information relevant to some contemplated action, weigh the pros and cons of the potential results, and then choose the course of action.
4. Achieve desired results by interpreting and executing instructions, plans, models, and diagrams.	This means that students can follow directions in a variety of forms: written, spoken, pictorial, or represented as mathematical symbols. Following directions includes sorting things out when they are not clear as well as evaluating the successful attainment of the desired result. The actual result should be consistent with the intent of the direction-giver.
5. Recognize and devise systems and describe their interdependence.	A system is a set of elements that forms a unit or whole. Examples of systems include a musical composition, a game, a procedure designed to solve mathematics problems, weather, ecosystems, and monetary systems.
6. Create a quality product, process, and performance to meet a need.	This outcome is a tangible or visible thing or event. It includes paintings, musical performances and compositions, athletic performances, poems or essays, novels, or public policy.
7. Respond to the aesthetic and intellectual aspects of an event, performance, and product.	Although similar to outcome No. 6, this outcome focuses on a student's response to something someone else has done. Examples include an opinion, a critique, an essay, and a drawing.
8. Transfer learning from one context to another.	Students should identify similar characteristics of two or more situations, objects, or events. Often these characteristics are not apparent, so students need to be analytical. This outcome also involves finding a practical application for a theory and creating new uses for existing products and applications of ideas.

9. Recognize, define, and solve a problem.	This outcome focuses on situations that are problematic because the solution is not immediately obvious. The student needs to formulate the problem and eliminate irrelevant information. The effective problem solver uses a wide range of strategies and can often identify multiple solutions.
10. Recognize and communicate one's strategies for accomplishing objectives.	Students should reflect upon and explain their own thinking processes. Those approaches should be shared with others.
11. Work effectively in groups to accomplish a goal.	Throughout life—at school, within the family, at work—people must cooperate with others to effectively complete a task or project. This does not imply that working independently is not valued; independent working skills are also necessary.
12. Defend a position by combining information from multiple sources.	The position or point of view being defended could be one's own or that of another person or group. The position may be of a social, political, environmental, economic, or hypothetical nature. Students must gather information from a variety of sources and then blend that information with their own knowledge to create an argument in favor of a position.
13. Develop and test a hypothesis.	A hypothesis is a guess about a rule or relationship among a collection of events, objects, or ideas. Students should devise a plan to identify and collect data, then interpret and use those data to determine whether or not the guess is correct.
14. Recognize when a need for specific information exists and demonstrate the ability to locate, evaluate, and use the relevant information.	Students must be able to consult a recognized authority, to extract information from library sources, and to access electronic databases. This outcome requires students to consider all information, eliminate that which is irrelevant, and then organize what is left into a usable form.
15. Conceive of places, times, and conditions different from one's own.	This outcome includes real as well as fictional places, times, and conditions. Students should think about life as it existed in the past as well as thinking about how it might be in the future.
16. Identify personal interests and goals and pursue them.	Students should work persistently over time on ideas, activities, projects, and goals that reflect their abilities, talents, and interests.
17. Recognize the influence of diverse cultural perspectives on human thought and behavior.	The term "culture" includes groups that share a common history or have a linguistic, racial, geographic, social, or occupational bond that may affect the way people act. Examples include the civilizations of ancient Greece; the Incan Empire; and Hispanic, African, or Asian cultures.

Wisconsin Learner Goals, Outcomes, and Assessment—Participants' Comments

1. Teaching and Learning, Standards, and Assessments

- Standards, assessments needed for all.
- Assessing only academic achievement (language arts, mathematics).
- Portfolios need to be a priority.
- Broader assessment—Secretary's Commission on Achieving Necessary Skills (SCANS), a federal report from April 1992.
- Multiple teaching, learning, assessment styles.
- Birth to grade 12 and beyond.
- Clarification of reporting of performance assessment.
- Concern with knowledge and concepts list.
- Question of assessment under DPI accountability, not instruction.
- Program will never succeed unless it has teacher/administrator support.
- Must address the process that addresses multiple assessment.
- Must be used to help children—not keep them out of the process.
- There are educational goals already in the statutes. What about the new educational goals that the governor did not introduce? Should they replace what is in statutes or add to them?
- Alignment of curriculum and assessment.
- Assessment must be content-driven and realistic about the time it takes from what teachers need to do.

2. Opportunity to Learn Standards or Strategies

- Include all populations.
- Concern for inclusion of social studies in performance assessment.
- This applies to Bright Beginnings groups as well.
- Define opportunity to learn standards and strategies; final legislation was "gutted."

3. Governance, Accountability, and Management

- Learning outcomes may become new "status quo"—concern.
- Keep as much as possible at local level. Trust schools to do the job.
- What does it mean to say that something is optional but also subject to accountability? Voluntary vs. accountability.
- What needs to be legislated at the state level? Assessment already is.
- Look at how we use assessment results. For comparison only? How will districts, state, and media use them?
- The current 8th and 10th grade Knowledge and Concepts Test is the same old stuff. A waste of time.
- Should performance assessment be moving toward integration—a thematic approach?
- If the state is mandating assessment, the state must face its responsibility to identify a set of Learner Goals that all students must be accountable for—a minimum standard.
- How will the change in school district finance policies affect the state's role in Goals 2000?
- Test results are only one type of indicator. Many others are needed as part of accountability. Media always want to look at test results—standardized tests.

4. *Parent and Community Support and Involvement*

- Public communities must be made knowledgeable about learner goals, outcomes, and especially assessments. For example, involve them in scoring and evaluation of tests at all stages.
- Broaden knowledge base of general public for Goals 2000.
- Parents teaching as full partners, expand certification rules.
- State cannot impose on community. Community must be fully involved. Communicate—listen and dialogue.
- More family-to-family as well as family-to-school relationship.
- Encourage parent participation; encourage "membership."
- Local community must customize partnership to fit community.
- Involve organized parent groups at all levels—Parent-Teacher Organization, Parent-Teacher Association, etc.

5. *Systemwide Improvement:*

- This document is not static. The document must improve.
- We must move away from seeing this document as something to "manage" to being one that stresses continuous improvement.
- Develop measurable criteria for the outcomes and clearly communicate them for all to understand.
- System improvement requires time; we must use time to help students to learn.
- Oversight and follow through of the goals is important.
- Staff need to be accountable; therefore staff development must be provided.
- What is the response to the district that feels it is doing these things?

6. *Bottom-Up Reform*

- Need to build community acceptance and ownership of curriculum, outcomes, and assessment.
- Need to build teacher ownership (contract issue).
- How can these be voluntary if the state has a mandatory assessment system?
- Use the accreditation of colleges as an analogy; provide an incentive to achieve the goals, i.e., voluntary.
- Parent and student involvement.

7. *Drop-Out Strategies*

- How will we attain student ownership of state goals, outcomes, and assessment?
- How will students become involved in their own education and self-assessment?
- What options do we have to develop to support at-risk students?
- Do state assessments negatively affect at-risk students?
- Broaden division of at-risk students to "diverse groups" since "at-risk" has a specific meaning.

8. *Coordination with School-to-Work*

- Numbers 8 and 10 need to be viewed together.
- What is the current status of gateway assessment?
- How do goals, outcomes, and assessments apply to alternative environments?
- How will SCANS competencies be built into the performance assessment?
- How can we get ownership and commitment of business and industry for state goals, outcomes, and assessment?

9. Benchmarks and Timelines

- Hold benchmarks constant—timelines can change.
- Can't be simplistic.
- Partner with business and industry and parents. All are needed. Must be meaningful to all.
- What do grade levels mean?
- Staff development is essential.

10. Integration with Perkins Act

- Numbers 8 and 10 need to be viewed together.
- If the emphasis is on integrating academics and vocational content, why are assessments only completed in academic areas?
- How can populations targeted by the Perkins Act be broadened and redefined in the spirit of School-to-Work Transition for all Wisconsin students?
- Federal government defines the student as grades 11 and 12. Maybe under waivers for Goals 2000 we can address this issue.

11. Monitoring Progress

- Public will not give us enough time.
- Need to get public involved early on to understand.
- Build consensus on what purposes of goals and outcomes are.
- Oversight and follow through are essential.
- If you are going to monitor, know what you want to evaluate/monitor. Identify this up front.

Educational Equity—Background Information

DPI Equity Team Proposed Mission

The mission of the equity team is to ensure equitable access, treatment, opportunity, benefits, and success for each and every Wisconsin learner. We do this by fostering equity, building strength through diversity, and promoting unity and social justice through leadership, service, and advocacy. (June 1994)

Educational Equity

Beyond equal educational opportunity (which means providing the same resources, opportunity, and treatment for each student), educational equity is based on the principles of fairness and justice in allocating resources, opportunity, treatment, and success for every student. Educational equity programs promote the real possibility of equality of educational results for each student and between diverse groups of students. Equity strategies are planned, systemic, and focus on the core of the teaching and learning process (curriculum, instruction, and school environment/culture).

Goals of Educational Equity in Wisconsin Schools

1. To protect students' rights to an equitable education free of discrimination. The pupil nondiscrimination statute (s.118.13) protects students on the basis of sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional, or learning disability. The administrative rule (PI 9) for this statute includes bias, stereotyping, and pupil harassment as forms of discrimination.
2. To help students free themselves from the negative effects of stereotyping, bias, and prejudice.
3. To assist students to explore and to participate in a broader range of educational programs and activities leading to:
    a. greater educational achievement
    b. multicultural awareness and skills
    c. respect for diversity and individual differences
    d. nontraditional, new, and emerging occupations
    e. higher wage/higher benefit occupations or entrepreneurship leading to economic self-sufficiency
    f. individual empowerment and a commitment to social justice
4. To help students think about and prepare for a future characterized by change and diversity. (e.g. in life and work roles and in interpersonal and intergroup relationships.)
5. To educate students about individual and social problems that disproportionately affect protected group members. These problems are often created by rapid social and economic changes, by outmoded or dysfunctional socialization of children, or by prejudice, ignorance, or fear.
6. To advance educators' abilities to create change in:
    — the school environment,
    — the curriculum,
    — instructional methods and practices,
    — staffing patterns,
    — community and parental involvement, and
    — student codes of conduct.

that support multicultural understanding, educational equity, and respect for diversity.

7. To eliminate educational, personal, social, employment, and economic outcome disparities for protected group members.

Ten Major Educational Equity Strategies

1. Promoting equity and diversity everywhere.
2. Involving parents and citizens representative of all the diversity in the community, thereby affirming the growing pluralism that exists.
3. Developing and delivering equitable and inclusive curriculum and extracurricular activities.
4. Practicing equitable and inclusive instruction, including detracking, degrouping, and reducing differential treatment of students.
5. Ensuring equitable classroom and school environments in which every student sees their culture authentically and positively portrayed.
6. Providing staff development. (Awareness level to advanced skill building)
7. Improving leadership and administrative practice that enhances equity and diversity.
8. Delivering equitable counseling and guidance that supports diversity, expands career options, and increases self-esteem.
9. Restructuring school organizations to achieve greater educational equity. (This involves changing the roles, rules, and relationships that influence how people work, learn, and interact)
10. Creating collaborations between school, employers, and communities around which opportunities for prejudice reduction and respect for diversity can occur.

Source: Equity and Multicultural Education Team, Wisconsin Department of Public Instruction, July 1993 and July 1994.

Educational Equity—Participants' Comments

1. Teaching and Learning, Standards and Assessments

- Teachers need to consider different backgrounds, preschool experiences, individual needs and cultures in providing instruction.
- Teaching should be based upon integration of content rather than fragmented delivery.
- Multiple strategies should be provided through staff development.
- Learning should not be directly linked to seat-time; remediation opportunities should be provided on a time-needed basis.
- Utilize strategies based upon equity.
- Assessment should be multiple and varied with a focus on performance and authenticity (more than 8th and 10th grade Wisconsin Student Assessment System).
- Need to address present concerns about methods and delivery in terms of student success, particularly at the higher education level.
- Should the traditional letter grades continue or be modified?
- Can we measure all goals?
- Look at state and local assessments regarding achievement gap, access, etc., according to economic status.

2. Opportunity to Learn Standards or Strategies

- Opportunities should be the same for protected groups (gender, ethnic, exceptional educational needs). This is greater than equal access.
- Eliminate gender training in certain programs (vocational education).
- All schools should have an equity position or committee and plan.
- Combine the self-evaluation with standards audit.
- Staff development needed for teachers and administrators.
- Need challenging standards for all with equal opportunity and strategies for all to learn in spite of differing backgrounds.
- Failing grades do not help children; other strategies needed to provide help.
- The grade-point average (GPA) is a barrier when used as a major criterion of success.
- Redefine success by providing alternative ways to show evidence of accomplishment.
- We are not clear in Wisconsin what opportunity to learn standards are or should be, need to develop this.
- Should recognize that minority groups have strengths to share; instead of making them look deficient, we should capitalize and use their strengths.

3. Governance, Accountability, and Management

- Every school should have access to equity person or committee or plan.
- Self-evaluation of equity should be included with the standards.
- Staff development for administration is needed.
- Equity in funding is needed. How's equity applied considering demographics (high poverty areas, etc.).
  - — Does spending correlate to high learning standards?
  - — Where will the money come from?
- Clear-cut standards and practices.
- Equity issues need to be driven by children's needs, not the adult needs of governance, accountability, and management.
- Local Education Agencies (LEAs) need to develop their own standards—not top-down.
- LEAs provide advocates for students—when there is a gap, this is filled in by state.
- Parents:
  - — Parents whose primary language is not English need to be reached;

  - Easy access to parents to understand and use system;
  - Central location to contact for information.
- Need to look at equal access services outside the school system.

4. *Parent and Community Support and Involvement*

- Do parents truly believe in equity or do they want competition with winners and losers?
- There is a need to educate parents/community so that equity does not have a negative connotation.
- How do we establish equity for all children without watering down education?
- Can technology play a part?
- Equity and economics go hand in hand.
- Women, minorities, children with disabilities all need equal rights/access.
- The schools needs to listen to parents and community. Everything should not take place in school. Lighted schoolhouses.
- Parents need to understand diversity. Need to meet it head on.
- It is essential to empower parents.
- Public education is public—there needs to be more than "lip service" paid to parents/community.
- Values and beliefs of the individual community must be taken into consideration with all initiatives.
- Community learning on the issue of equity is essential.
- Committees should be formed that are proportionately representative of the community's diversity.
- Need to have easy access.

5. *Systemwide Improvement*

- If those children who have been least successful succeed, then the system is successful.
- Staff development is important.
- State Goals 2000 Panel should also be involved in professional development.
- Need to distribute resources to needs.
- Self-analysis approach—local ownership.
- Equity needs to be systemic and embraced as a way of life inside and outside the "system."
- Awareness and sensitivity is a huge issue.

6. *Bottom-Up Reform*

- Economic equity should be considered as a foundation for other equity issues (social equity factors). Resources equally distributed does not mean equal access to education.
- Some elements within the equity initiative are value laden (and values are instilled within each community).
- Student voices need to be heard.
- Is this a contradiction to "statewide improvement?"
- Plan must be designed locally with inclusion of multiple resources (community, government, churches, schools).
- Is 60 percent of the $1.57 million in first-year Goals 2000 funding enough to accomplish bottom-up reform?

7. *Drop-Out Strategies*

- All agencies need to be involved.
- Communication is needed.
- Administration needs staff development about prekindergarten through 12th grade drop-outs.
- Need to change system to fit the kids; not change the kids.
- Need individualized curriculum.

- Carnegie unit is a detriment to the system.
- Membership and a community of support is essential.
- Early proactive effort of community and school.
- Drop-outs are identifiable early.
- Parent/family involvement is needed to provide that support.
- Provide alternative programs and services—what exists that works.
- Individualized learning should include:
  - individually paced
  - individual modalities
  - individual strategies
  - know the "audience"
  - identification of individual needs, strengths, motivations
  - new environments for some, offer a fresh start
  - get to know the kids
- Technical college utilized in drop-out strategies.
- Children need to see success in education.
- Instill value of learning.
- Diversity of offerings helps children to succeed.
- Multiple responsibility needs to be taken for each drop-out: schools, churches, parents, etc.
- Make sure "all agencies" (as referred to in document we reviewed from morning session) means collaboration between agencies.
- How can individualized curriculum be provided to students based on resources available?

8. Coordination with School-to-Work

- Students with disabilities need the same opportunities; employers may need training for modifications/adaptations.
- School-to-Work should not be a separate program from usual curriculum; it is a major purpose of schooling; a good School-to-Work program is a good education.
- All students need work-based learning experiences.

9. Benchmarks and Timelines

- See item 1.
- Establish system (loop/feedback) and follow through.
- Ongoing assessment that includes performance.
- Hold standard constant and move timelines around.

10. Integration with Perkins Act

- Should serve all students, not just a certain population.
- Perkins guidelines are too restrictive in terms of providing creative programs/ideas for kids. A ways to go!
- Perkins has potential; build on it. Bring practitioners in from the field to look at how to improve the program.
- Ethnic and exceptional educational needs (EEN) factors should be included, not just gender.

11. Monitoring Progress

- See items 1 through 10.
- Start early and be flexible. Be self-reflective and catch kids early.
- Be creative when thinking and developing monitoring systems.
- Understand s.118.13 (non-discrimination).
- Different process than labeling children.
- Parent monitoring.
- Educate kids to come forward regarding equity issues.

Parent and Community Partnerships—Background Information

Recognizing that the changes needed to sustain educational reform must be linked to defined and driven community action around all of the conditions affecting children and their families, the Department of Public Instruction's restructuring provides for significantly improved outreach efforts.

Across the United States, growing numbers of citizens are expressing disenchantment with their public school systems. Increasingly, disparate economic conditions and a general loss of stabilizing factors in children's lives are leading to economic, social, emotional, and educational deprivation for too many young learners.

Rationale

Truly important reform must be cultivated, not mandated, and local capacity building must be a key component of any educational reform package. It assumes that external forces (mandates, experts, quick-fix programs) are not the most effective means for institutionalizing long-term systemic change. Instead, sustainable reform must come from the hearts of the communities within which the change must flourish. Communities must define, own, and be accountable for the learning results of their citizens.

Capacity building means expanding what teachers, administrators, and school boards know about and are able to do to involve the local community, parents, and students in meaningful ways so that learning goals reflect high standards and are consistently met districtwide. Ultimately, the success of school reform will hinge on teachers' and principals' abilities to develop new skills that enhance their effectiveness in an ever-changing system. They must be able to:

- continuously evaluate their students, themselves, and their schools;
- use these results and the results of educational research to plan systematically and strategically; and
- act on their plan reflectively and critically.

Schools must be organized to provide opportunities for collaboration, inquiry, professional improvement, and most importantly, to deliver the results that have been defined through a local planning process.

A statewide plan should acknowledge that districts will vary in terms of their readiness for change. The state should send an invitation to districts to test/assess their readiness, provide special linking services to willing and ready schools, continue existing regulation for districts not yet ready, and keep access open so that all districts can learn from others. The long-term goal should be to increase the autonomy of each district until all districts are special places with uniquely crafted programs focused on learning.

The state's role is to provide equitable resources and services to assist local communities to be successful in achieving their learning results. The state must be proactive in helping districts and their broader communities to assess educational needs and readiness for change, plan appropriate reform strategies, define learning results, and allocate federal, state, and local learning resources in ways most likely to support long-term improvement.

The Team Concept

The DPI's long-range vision is to work with local teams and cooperative educational service agencies (CESAs) to develop school improvement plans, to identify and develop successful teaching and learning strategies, and to provide other services to help districts meet state and federal regulations and requirements.

DPI teams will work with regional service providers to assist local reform initiatives in such areas as shared decision making, policy reform, planning, staff development, change management, and networking with other resource providers statewide.

In the short term, teams will be staffed by six to 10 full-time generalists who will identify service needs, design the school improvement planning process, create a resource document of key state and federal initiatives that support local reform, coordinate audit functions, assist data collection and service delivery, and begin the process of developing a departmentwide pool of resources to staff the outreach effort. This group also will help identify and modify state mandates that hinder local flexibility and initiative.

Examples of Partnerships for Local Capacity Building and Community Involvement

- The Village Partnership
- Community learning plans
- Community education
- Family involvement
- Coordinated services
- Lifelong learning: maximizing community learning resources
- Regionally delivered services

Parent and Community Partnerships—Participants' Comments

1. Teaching and Learning, Standards, and Assessments

- Parents need to be involved with teaching and learning strategies and assessment (plus standards).
- Involve parents in a nonthreatening way—watch usage of educational jargon.
- Work with educators on how to communicate with and involve parents in the educational process.
- Teachers as full partners with parents.
- State cannot impose on community.
- Parent partnerships must be sustained over time (not just once or twice a year).
- What is community—need to define.
- Who are the stakeholders in this initiative—define.
- Issues of power—energy and power battles often overshadow the issues.
- Need to clearly address the issue of why change is needed and involve parents and community in this process.

2. Opportunity to Learn Standards or Strategies

- Early and not isolated.
- Community-based electronic systems need to be developed and available to all.
- What are equitable resources for communities where resources are not equitable.
- Hold forums, open meetings, administrative newsletter, presentations.
- Flexible schedules.
- Home visits.
- Know the "audience"—what do they need to become partners?
- Funding issues.
- Union contract issues.
- Staff members adopt a family.
- Train teachers in community relations skills.
- Supported parenting. Help parents with disabilities raise their children.
- How can equitable resources be provided in areas where resources are lacking?

3. Governance, Accountability, and Management

- Certification—broaden opportunities for community members to become teachers.
- Definition of community.
- Collect data.
- Volunteers—different ways to accomplish goals.
- Are those of us involved with education creating our own reality?
- Leadership at the local and state level must be true to belief systems.
- Ownership for initiatives as well as Goals 2000 must be bottom-up.

4. Parent and Community Support and Involvement

- Attention needs to be paid to the definitions that parents and community currently hold (beliefs), then need to provide them with information.
- Partnerships need to be sustained over time.
- Partners (business/industry/parents) must understand the assessment (need instructional component for assessment).
- Partners must have ownership and responsibility through good and bad (takes time).
- Partnerships are real—not public relations tool.

5. *Systemwide Improvement*

- No consensus on what the system (school) is and why we should change, too.
- Business and industry need to support community involvement.
  - — encourage school service
  - — parents involved in school
  - — involve retirement community
- Parents need to reinforce learning at home.
- Develop parent/student learning contracts.

6. *Bottom-Up Reform*

- Nothing else works.
- Open up all school buildings for lifelong learning.
- Need to think about this as an open system.
- There are positives and negatives with each school creating its own system.
- Are we now trying to "fit" these six predetermined initiatives into Goals 2000? Predetermined by a group "higher up" and is that what Goals 2000 is all about? Goals 2000 wants states to develop a "new" plan. Would you eventually get to the initiatives by working through the Goals 2000 plan?
- Someone needs to determine the elements and components to guide change.
- Goals 2000 is an opportunity to bring initiatives already begun into further development—no need to "start from scratch."

7. *Drop-Out Strategies*

- Key component is early intervention. Start in preschool and continue to work with students throughout the educational experience.

8. *Coordination with School-to-Work*

- Need a variety of partnerships related to work-based learning, i.e., job shadowing, co-op, youth apprenticeship.
- Partner with community.
- Reinforce lifelong learning to include career change and training needed to inform students of all options.
- School-to-Work can be interchanged—external learning site for students.
- Bring parents' skills and knowledge to children and children to them.
- Need to enlighten all of additional options beyond the four-year college degree.

9. *Benchmarks and Timelines*

- Afraid that benchmark is artificial (need to define benchmarks).
- Parents and community should be involved in establishing benchmarks and timelines.

10. *Integration with Perkins Act*

- Schools need to go out and see resources.
- Need to extend the act to elementary.
- Parents need to be informed of this act—how it may help their children.

11. *Monitoring Progress*

- Self-assessed—districts will know when it is reached.
- All teachers need to interact with parents—part of their job.
- Portfolios.
- Establish community-based group to assess progress.

Community Learning Plan (draft)

What are the community's agreed-upon learning outcomes, and what was the process used to reach them?

- How do the community's agreed-upon learning outcomes mesh with the state's Learner Goals and Outcomes?
- What was the process used to engage all segments of the community and who was represented?
- How was consensus gained?
- What is the mechanism in place for ongoing discussions and periodic updating/revising?

What is the mission of the school district and how are its beliefs, operating principles, and goals aligned with the mission so that all children demonstrate competencies and acquisition of the learning outcomes?

- How has the school district and each of its schools used the learning outcomes as the basis of its mission/beliefs/goals process development?
- How were the districts' and schools' mission statements and organizational beliefs developed?
- How are data used to hold the district and schools accountable for ensuring learning results?
- Is there a constancy of mission throughout the district that focuses on the learning but allows flexibility for schools in instructional delivery methods?

How does the district's assessment system use multiple measures like knowledge and skill tests, performance-based assessment and portfolios, and tasks to provide data about how all children are achieving the learning outcomes at high levels?

- How does the district's assessment system align with the Wisconsin Student Assessment System?
- How are learning results assessed so that they lead to improved student learning and systems improvement?
- What is the district's definition of "high level" performance and is there community agreement on the criteria/standards used?
- Does the community support and reinforce the idea of high standards for its children's learning?
- What is the accountability system used to report to students, parents, and the community on the success of student learning?

What does the community have in place to help families and children ages birth-5 to gain access to high quality and comprehensive child care, early childhood education, and family support and training?

- How have child-care providers been part of planning and implementing a coherent system for the community?
- How are health and social services coordinated with child care for families who need these services?
- What training and educational programs are available to help families learn about raising, educating, and caring for children?
- How are community members, educators, and child-care providers working together so that families are supported with access to high quality child care and before- and after-school child care?

How are parents part of the decision-making process about their child's learning and what are their responsibilities to support and evaluate the progress of their child's learning?

- Are parent/student/teacher conferences designed to be goal-setting sessions?
- How are student portfolios in the district used to show learning success?
- Does the district/school have policy on parental responsibilities as part of the learning process?

What strategies and resources does the school/community have in place to ensure all children, regardless of age, race, disability, sex, or ethnic background, are learning and progressing to their full potential?

- Are the services/resources of the school and the community allocated equitably? How do you know?
- Are the learning results for certain groups of children different/less than others? If so, why and what's being done to close gaps?
- Has "full potential" been defined as "high expectations" and does the assessment system provide data to show that's true?
- How have excellence and equity been built into the system?

How does the district's prekindergarten-12 learning experience translate into a successful school-to-work transition?

- Are all children prepared for life after high school and how does the community know that?
- What are the learning opportunities available to students to explore career choices?
- How have rigor and flexibility been designed into each option so that student choices for college, tech school, and/or work are not foreclosed?
- How has goal setting and preparation for life been included in the students' learning plans and careers portfolios?

What is the district's database and follow-up process that allows the community to be informed about the success of graduates at age 25?

- What are the indicators of "success" and how do those indicators fit with the learning outcomes?
- What is the district's follow-up process for collecting data on high school graduates?
- How does the district's data system provide meaningful data from early childhood to age 25?

How are staff provided learning/training opportunities for continuous professional growth?

- How are district resources targeted to achieve its mission? Specifically, what's allocated to professional development?
- Does the district systematically plan for continuous professional growth of all employees so that the organization can better help students learn?
- How are community resources and expertise used to help school staff?

How has the district institutionalized participatory/shared decision making into the governance of its schools and learning options?

- What is the governance structure of the district/schools?
- How are teachers, parents, students, community members part of the decision-making process?
- Are such options as site-based councils and consensus decision making used?
- What's the role of the central office and building-level administration?
- Are parental choice, charter schools, and performance contracting used to create customer-focused learning options?
- How does the school board contribute to and support school district improvement efforts?

How will technology be used as a tool/medium to improve student learning, assessments, accountability, data gathering, professional development, community participation, and networking capabilities?

- How is technology used so students demonstrate competence/acquisition in a variety of mediums?
- How is the district's data system aligned with the state's emerging data model?
- How are distance education technologies incorporated to improve learning and professional development?
- How is the community using technology for lifelong learning?

Community Learning Plan—Group 1

- What about addressing the working conditions of teachers to make it less stressful for them? Should be part of plan.
- State may have to consider defining what a "community" is.
- Give school districts more flexibility to develop their local plan, e.g., don't tie it to the state assessment; let them use the assessment system they think is best to meet their needs.
- Look at the eight national goals for education and ask LEAs (local education agencies) how they are going to reach those.

Message to State Superintendent and State Goals 2000 Panel

- Process should be as open as possible, and funds should be distributed to LEAs as soon as possible.
- Give LEAs the 13 elements that have to be part of the state plan and request them to build a local plan by addressing these elements and not distribute the Community Learning Plan.
- Get the money out to LEAs the first year.
- Need help in removing barriers at the local level to truly meet the needs of students. This is the help we need from DPI and federal government.
- May be better that the state panel not get started right away to give LEAs the chance to get started with the LEA grants so they have an opportunity to develop local plans. These local plans or ideas can be fed to panel when they start to deliberate so they can have more impact on the panel to direct their actions so that bottom-up reform does actually occur.
- General Comments
  - — Concern that the Community Learning Plan predisposes that there is set of goals.
  - — What is the definition of "community?"
  - — What does bottom-up mean?
  - — Flexibility in development of plan may be subject to which state you are located in.
  - — Community Learning Plan should include questions addressing the need to improve working conditions for teachers.
  - — Can't use district and community synonymously.
  - — There is a question if money can flow directly to a school or has to go through LEA.
  - — Feel state should step up and define what community is for our state.
  - — Elements that have to be included in plan are already defined in rules to apply for money.
  - — Discussion around how competitive grants are set up—as to whether they are set up to force districts to relate their plan to the DPI's initiatives.
  - — Concerns expressed about timelines of getting money to LEAs.
  - — Recommend to get money to districts and let them develop their own plan around the 13 elements and don't have grant process around DPI initiatives.
  - — Don't distribute Community Learning Plan document statewide.
  - — Concern stated if you don't use initiatives or Community Learning Plan as criteria—what do you use to decide what districts will get money.
  - — Criteria: 13 areas from federal government based on research, best practice, experience, and creativity/variety.
  - — Not have aligned with Outcome-Based Education or whatever.
  - — Could give "considerations" under each of the 13 elements.
  - — Better idea to just use 13 elements for application for money.
  - — Have to build an accountability into criteria for grants.
- How can the DPI assist districts if they feel Goals 2000 is useful? Remove barriers/laws that say we can't do this or that.
- As a district, do we really want to take on education from birth to age 25? Will we have the resource shift to be able to address all of the changes for birth to age 25? We must be careful not to take on "everything" for the schools to do.
- It might be great for goals not to be in place and let districts come up with ideas.

Community Learning Plan—Group 2

- Helpful
- Healthy
- Lead to systemic reform

General Concerns

- Are school districts already doing all of the activities on the sheet? In other words, is our input too late to make any significant changes? The group responded to this point that was brought forward in the large group. Local control will still be a part of Goals 2000. In answer to this question, the reality is that most school districts are doing parts of this already and that few, if any, are doing all of it.
- Is this Community Learning Plan controversial? Yes, because the fear is one of lack of local control.
- How much is the governor involved in this initiative? School districts reflect the make up of their local communities. Therefore they have all voices represented in the decision-making process.
- What is the value-laden part of Goals 2000? The issue becomes one of "whose values are schools teaching." When we get away from teaching the basics and into a process approach to teaching, some parents become concerned about this as results are less focused and clear.
- The change must be made in the classroom. Much of this is happening in local districts. At the same time there appears to be little consensus within local communities that there is a necessity to change. There is really no local buy-in at this point.
- There must be consensus within the local districts that this is the way to go in order for them to truly move forward.
- Example of ____ School District and its response to diversity within the community. Clearly a broad base of the community did not have the same socioeconomic values.
- Can we truly have change in Wisconsin education? We need to educate the community at large. The belief is that community members are scared. They do not understand the changes and therefore are fearful of them.
- Do all people within a community truly believe that all kids can learn? Perhaps not, and there are some fundamental concerns that will need to be addressed at the local level in order to move Goals 2000 forward.
- Educational reform tends to come and go. For example what happened to the Fish Report that brought forward the 20 standards in Wisconsin?
- There is tremendous tension at the local district level between being told what to do by the state and wanting direction from the state? How do we reconcile these two polarized ideas?
- Do we have a system of democracy that can work for local communities anymore? Therefore can we have system reform? In some places, yes, although not everywhere.
- The question becomes "what constitutes a community?" Is Milwaukee a community? Is the school district boundary the community? And, what is the responsibility given the mobility of the population? What are the responsibilities that we all have toward kids? Is community defined however a group chooses to do so?
- Another issue is one of long-term financial resources. Schools continue to do more with less. What would make a school district want to access the Goals 2000 dollars, which are limited at best?
- We have not yet discussed all parts of Goals 2000, i.e., guns (safety) drugs, etc. What does this mean to our group?
- Will bottom-up reform make the necessary changes required within Goals 2000? If local control will be taken from school board then board will be against reform. Bottom-up reform is scary to some people because there is a loss of power issue included within it. Perhaps bottom-up

needs greater definition. Perhaps we need to determine a variety of bottom-up approaches that are working statewide. The focus of the state plan should be to define 50 different approaches to bottom-up reform.

- Function of the State Goals 2000 Panel. When we talk about the state plan, we are talking about the plan put together to get the funding in the state of Wisconsin. There will be 40 percent of the funds during the first year that will be retained at the state level. Could some of those dollars be used for this listing of bottom-up reform efforts?
- More people need to own this enterprise called school. That's what Goals 2000 seems to be telling us. But if there are some controversial parts of Goals 2000, will school districts be able to buy into the initiative? I struggle with the fact that in many ways I wish Goals 2000 should have been mandated and not give schools a choice?
- What schools will apply? What is the role of the state in all of this? Helper, facilitator?
- What if the state provides the vision and the direction as well as the help and support to move forward with Goals 2000? Well, this is OK, but what about those districts that are already ahead of Goals 2000? They will back away from Goals 2000 because of the outcomes and the low dollar amounts involved, as well as the accountability issues.
- Is there too much baggage with the word outcomes? Do you believe parents want schools to clearly define expected knowledge for their students? As you look at the international tests that U.S. kids are compared with, they all have clearly defined expectations in math, science, etc. They also have clearly defined populations they are measuring. Sometimes this only amounts to 60 percent of the population. There is not investment in the long term in U.S. education today, we are too "me" oriented for this kind of long-range planning to work for us.
- Another factor affecting Goals 2000 is the fact that our government and politicians tend to be very short-sighted and focused on winning the next election within two or four years.
- Custodial care vs. investment. Other countries have heavy investment by business and industry as well as parents because they recognize the importance of these students to the economic future of their country. But are they any better at educating "all" students, or are they better at educating "some" students? To change the fundamental systems and beliefs where change needs to occur we must connect initiatives to the economic needs of the state.
- The Community Learning Plan is all stated very much from the educational perspective. If this is going to be effective then business and industry, senior citizens, etc. need to be represented. Not tied enough to "big community issues" to have an effect. Should be stated by: What does the community want, and how does the school fit into the plan?

Message to State Superintendent and State Goals 2000 Panel

Specific Recommendations for State Goals 2000 Panel

- Link the Community Learning Plan to economic and social needs.
- Make the Community Learning Plan broader to encompass the entire community, not just the education community.
- Look at the labor laws. Much of the changes needed in education are not being able to be accomplished because of tight labor law issues. There are issues of trust here that will need to be addressed.
- Goals 2000 needs to be modeled after the Village Partnership. Include all groups. The agenda cannot be "predetermined," it should be responsive to the actual needs of the community and in order to do that you first need to listen to people. People need to feel they have a role in creating, they need to feel ownership in the entire plan.
- One of the most important goals of the State Goals 2000 Panel will be to get into communities and work with them, by whatever means necessary, i.e., going into people's homes to talk with them. Need to do more than public hearings, get into the homes and talk to a broad perspective of the community, retired people, students, people who do not have children in school, etc.

- Goals 2000 needs to set the statewide vision.
- The State Goals 2000 Panel needs to envision themselves as a community. They should not view themselves as a certain number of different people representing different viewpoints. Whoever is in charge of this panel needs to work very carefully and model the new vision in education for continuous improvement.
- Expand the communication process to include more than public hearings. Need to look at interviews, focus groups, etc.
- Have we lost sight of the fact that public education is for the good of the public? We came close to school choice during the last election. The question here becomes what does this question of choice do to the term community. Does my community now become the school district where I am located and also the school district where my child goes to school?
- What does technology do to this? We need to consider the effects of technology as we work with Goals 2000.
- With only 2,000 days left until the year 2000 (as of 7/12/94) can we buy into parts of Goals 2000 and focus on some parts instead of all of the Goals 2000 issues. This question is valid for both the state and for local districts.

Community Learning Plan—Group 3

- Why do LEAs need to buy into a state-developed plan? Is this bottom-up?
- There has to be consensus on the State Goals 2000 Panel.
- "Games" are being played. We need to analyze, ask thoughtful questions, not succumb to hysteria, but rather reflect in framework. No "right and wrong" answers to questions. This can't be watered-down. If a community does not want to participate, that is OK.
- This is a framework: architectural drawing goals, measurement, participants, LEA can describe system. Can be reflective of community.
- Presentation is important—what is the background. The input from everybody is imperative to relate.
- This is a starting point—dynamic document. Extensive community listening sessions around the state are necessary.
- How different is Goals 2000 going to be from current practices? Will this be done within the same framework expectations and tailored to current systems rather than making systemic change?
- Conflict occurs when bottom-up begins here—participants have not been involved until now. Built-in tension when assessment is top/down, learner outcomes—nothing has changed—considerable sentiment that this is a done deal—must go back a step to deal.
- Need to have listening sessions on assessments and outcomes, to determine how this impacts on Community Learning Plan.
- Confusion because of how we're meshing national goals with state goals. If we're unhappy with assessment issues we need to discuss but don't let it taint this process.
- Assessment is politically explosive.
- Reiterate the idea of listening sessions. If the perception is it's top-down, people will be alienated. Perceptions are still top-down, here are six initiatives, mesh with Goals 2000—purpose of Policy Seminar.
- This policy seminar is not a representative group, but it is a barometer.
- We were given pieces of information, but not the whole picture. Not much learning from the listening.
- LEAs cannot stay apart from federal or State Education Agency (SEA) influences. Need to take leadership, give framework—but will state give resources behind local plans? State will assess.
- How is this different from the past? Needs more clarification.
- Broad-based participation—community representatives, parents, teachers, business—general feeling/reaction at LEA level—change from past when administrators decided.
- Have you involved the community?
- The plan is scary, intimidating for community. Need to build knowledge base.
- This is not staff development, need to build knowledge base before you get to learning outcomes.
- On front-end, need to educate, build knowledge base, before plan can be put together.
- Don't see reason for change.
- Encouraging to see the plan in question. These questions, however, can lead to implicit answers—be cautious.
- Need to differentiate between input and feedback.
- Should the panel review why the assessment system should be discussed in open forum. If it is too volatile, maybe it should not be part of the plan. Panel should think about opportunity for bottom-up reform in getting district feedback.
- This is not easy in districts, even consensus building is difficult.
- Education is a state function and has a responsibility to raise the questions. If equity—challenging districts is important. Leadership is necessary.
- Be honest—what is top-down, with some flexibility, but the "how is it done" is critical at the local level.

- Nothing will happen at the local level if there is not ownership.
- Parents/family involvement in the entire process to interact with entire community. Why are parents not engaged—because we, the system, don't allow it.
  - Parents are involved in every aspect
  - Parents need to be empowered and reach out to those who don't participate.
- Participation is voluntary—schools do their best to send flyers, etc. to get involved. Need to change ways to involve parents—probably through teachers. Teachers need to interact more.
- Systemic reform happens from people outside the system, not those embedded in the system.
- We have to stop expecting parents to come to educators, we need to go to them. Barrier to teachers going to homes because it's "not in my contract."
- Encourage increased parent contact work days. Need to personalize contact.
- Parents are part of the process, are partners. Invite parents to general meeting, want to hear from you, make parents partners, need to create environments within the community, be willing to create flexibility and try ideas, be open to new, creative ideas.
- Accountability and blaming are frightening.
- Schools need to be more inviting, technology will change this.
- What kind of environments can involve parents?
- Community, district, school, classroom-based. Give teachers the flexibility to make contacts.
- Fundamental change in role of teacher, parent. What is the new role for these groups? Need to provide tools to teachers, staff, administrators in how to work with parents, community, business.
- Teachers/parents both need to be educated on roles, expectations, partnering.
- Is this plan process or content driven?
- Point of contention is curriculum and assessment.
- Realistically the plan is dangerous, but we're willing to take the risk.
- We can look at fundamental change.
- How grassroots can this be in bottom-up reform with assessment and outcomes? This debate will continue with or without Goals 2000.
- What is the process with institutional change? How can this happen in 180 six-hour days?
- Built-in assumptions—how can I accomplish this in the current order? Everything is open, flexible, open for question.
- Establish mission, goals. Change is not linear—asking for systemic reform in old paradigm.
- Equity—collaboration is very important. Economic status is not addressed—only race and ethnicity. Equity does not mean equal.
- Need to move to performance assessment, be willing to fund it and the staff development that goes around it.
- Need to have a broader look at performance assessment. Community needs to be part of process and needs to be communicated. Is the purpose of assessment accountability, student self-evaluation, ranking, sorting? Then it gets back to equity. Excellence and equity—arguments around capitalistic, competitive system.
- Follow-up at age 25 should be part of the School-to-Work plan. Career portfolios might have merit. What are the criteria for success? What about the student needs? Need to prepare students for work rather than jobs. Can tie back to assessment make the connections for people?
- Are our current efforts focused on jobs rather than work? Not right.
- How do we help organizations come up with shared governance? Safe place, staff development, risk taking, democracy is the first step. Parent inclusion for English as a Second Language (ESL) with parents providing translators if necessary.
- Technology is ready to explode if we are ready for it. Equity funding question. Technology is available but not accessible if not everybody has it. Becomes part of an infrastructure—it has to be there, cannot be "have" and "have-nots." Information is control.
- If you pilot creative things—must institutionalize with system support. Information is opening up. Systems are changing.

Community Learning Plan—Group 4

- What is the Community Learning Plan? How does it relate to the discussion about the six initiatives and Goals 2000? This is a draft document explaining what local districts might be asked to do if they want to participate in Goals 2000 and systemic reform. This document, while it relates to Goals 2000 and a small amount of money, it also relates to reauthorization of federal programs, which bring more than $100 million to Wisconsin.
- Recommendation: Focus on school level not just district.
- Concern: School-based staff development.
- Recommendation: Need to set clear boundaries between state and local plans. What are the boundaries between the two? Be clear on boundaries, yet leave some flexibility for people. Have to move in "x" direction, but in your own way. Support to meet any requirements.
- Recommendation: Ask for the minimum to comply with the federal requirements for the first-year local application.
- Concern: Who and how will application be reviewed? The State Goals 2000 Panel surely will ask for enough "meat" to be able to decide on which districts get the money.
- Community commitment.
- Recommendation: Democracy issues may take 18 months, i.e., involvement of community agencies, such as early childhood provider, chamber of commerce, business/industry, etc. Multiple stakeholders must sign–locals determine who.
- What are the democracy issues? Village Partnership may inform.
- If state plan has technology piece, local districts need technology piece also.
- Need to stay in broadest context of the federal legislation.
- Team from local community should receive information and make decision whether to apply.
- Senior citizens are an underutilized resource that could be tapped.
- Do public schools want to be responsible for the first four years of a child's life?
- Recommendation: Set parameters. What are expectations: in "x" years "x" will happen. Must give school districts clear expectations for carrying out their plans.
- Recommendation: Communication processes from DPI.
- This process was confusing. Don't use it again.
- The Community Learning Plan is too cumbersome, both application and communication systems need to be simplified.
- Need coordinated marketing plan.
- More than usual support for the grant application process.
- Teams from districts asking questions—online backup.

Community Learning Plan—Group 5

- Parents, teachers, students, senior citizens, people without children, people without children in school, people involved in school—all need to understand Community Learning Plan.
  - — Help community/parents understand the need to change or no change will take place.
  - — Differ between communities—groups will say it needs to change, but aren't vocal.
  - — Challenge people to "come back" into system—get involved, drop-outs never been involved.
  - — List reason to change.
  - — Everyone needs to have a chance to say.
  - — To be informed can be taken wrong—"ownership" is critical; need to open doors and allow dialogue to start and/or continue.
  - — Some may be already there.
- If Wisconsin is doing "a good job," why would we want to change, especially a "system change."
- Public education doesn't speak for all of the public.
- Community Learning Plan is broad; is it too broad? Need to be clear about this, we have questions (what about public). This needs to be developed. Clear intent—steps need to be there. Community needs to be part of this first.
- Community—what is it?
  - — Parent-Teacher Association is informed.
  - — One group (referenced as group at beginning of dialogue) removed from education—how do we involve them—they will not understand Community Learning Plan—how do we start dialogue?
  - — Parents of color are not involved in school.
  - — Community Learning Plan has its place.
  - — Take questions and send to community, let them tell us what they need. Have listen-and-learn sessions with these people—need to get out to these people and recognize unique needs of individuals in community—cultural considerations. Ask how this "fits" in their community.
  - — Remember to reflect diversity of community and listen—not tell communities what they need, let them tell the panel.
  - — Need to build bridges—not expand gaps.
- Do we as a community care about children? Are children number one anymore?
  - — Do we care where children will end up?
  - — Impact of this for the future? People are not making connections.
  - — Do we still have the idea that the way children are raised and educated impacts the future?
- In children's eyes we see problems instead of looking into children's eyes and seeking dreams.
- People on school boards are there for other than children reasons. People say they care, but don't live it.
- Need to do this because it's the "right thing to do!"
- Need to involve community at a broader level—develop a common goal to get community to own the process.
- Collaboration is necessary—respective roles need to be spelled out. Ways of working together.
- Opening up the process—what happens when community does—who listens and what is done with that implementation?
- Service, skill, recreation, any agency to decide what is community—subset is the public school in community or whole community. Systemic change—change system go beyond public

school or the community at large.

- Open schools, social services. What are the responsibilities of the public school and what is the community's role? As schools take on more, what happens in classroom?
- Public school is too broad and needs to reach out to other sections. We have too many barriers to allow for others to assist.
- What is community? Go beyond school district, include communities.
- Mission of school and let community assist in other areas of need. Need to be creative!
- If belief system of lifelong learning is there—budget will follow.
- Can all children learn—another belief system, do we believe this?
- Role of competition and community? Dominant population decides competition. Children that learn cooperatively—how can they survive? School budgets—money in athletics—competition.
- Community Learning Plan concept: service—integration—can't begin to happen unless you have cooperation/collaboration on policy resolution at the state level. Core values need to be examined in a cultural balance. DPI can't send this out unless it's done at a state level. Can't have locals decide policy issues.
- How will this ensure that the classroom teacher will be more effective in the classroom? What happens Monday morning? How are they going to see what will happen?
- What about the letter and spirit of the law? Do we really understand what we are dealing with? What is the relationship between federal, state, and local?
- Need to move toward more flexibility.

Recommendations

- Can't implement Community Learning Plan if state agencies don't cooperate/collaborate/agree to policy resolution at the state level first.
- First question to be asked is: Do we as a community care about children, do we care where children will end up in the future?
- Remember to reflect and respect the diversity of each community and listen to each; not to tell communities what they need, let them tell the panel. Listen-and-learn sessions need to occur.
- Panel should reflect diversity of communities. Grassroots people of color should be included in this panel.
- People need to understand Goals 2000. Copies of this need to be sent out to various stake holders. Have local and regional briefing sessions on this.

Community Learning Plan—Group 6

- Like question format, is the plan going to be judged, and by what criteria?
- Is this plan going to State Goals 2000 Panel as a final document? Is this "cart before the horse?"
- This group does not represent the public as a whole. This represents feedback from educators.
- We are not brainstorming new ideas. It is an effort to expand to other LEAs, the systems some LEAs are using.
- A more diverse group (business, parents, minorities) was needed for these discussions
- Goal 2000 Panel: requirements are for statewide tour with proposed plan to get public to react.
- These recommendations will look like educators "doing it" to everyone else.
- With 4.5 million people, can we get a representative group? Department of Transportation doesn't ask for my opinion on road building. Good representation of Wisconsin people is hard to get. Let's go where the people are.
- Use money to re-establish local democracy.
- Parents don't understand the meanings of these terms. Many districts are doing this (Fish panel, learner outcomes, Goals 2000). This reinforcement spreads these ideas without clarity and data.
- The first question on this plan says we need to go to where the parents are and get their input. It's not a one-shot deal; it's a partnership.
- Parents are doing homework and want to be taken seriously. We don't disagree with all of the pieces.
- I like a framework like this. It involves everyone. It doesn't assume an answer.
- The question is "how do we get everyone involved in making this happen?"
- Some people are concerned that this looks like prescription for everyone to follow. How can we build in flexibility?
- While some parents are involved in this process and some schools have started some of these processes, full implementation isn't occurring.
- Teacher training is lacking to make plan work. Missing piece of this community plan. Someone's selecting people to participate and this misses some people.
- Communication between administration and teachers is weak. Teacher training is missing. Especially regarding some DPI initiatives—new standard project with Wisconsin Student Assessment System. This was a pilot.
- Distinguish between performance assessment and Wisconsin Student Assessment System.
- Concern about "voluntary learning outcomes" and mandated state assessment.
- Why do we need systematic reform? Some schools are doing well. Why such a radical change when we are on top?
- Rather than being "first in math," the question should be "what do we want our children to be able to know and do?"
- Systematic reform is needed because we have a percent of population that we are missing. Job market is changing, business is changing. Will our students be employable?
Good business isn't status. We need to change to look to get better.
- School-to-Work brings change: schools=part of community; skills business/employers identify will be provided; sharing ownership.
- We need to communicate that many of the tried and true things won't be thrown out.

Summary Statement

- There will be the need for a Community Learning Plan and question format is good. This document may be premature.
- We need to include training session for education on working as partners with parents and community.
- Word "success" is too frequently used. Success=college. Success is not being in prison. Success should be related to citizenship in a global community. We need to take some responsibility for parent education. Our experiences in education may not be appropriate to the students. Special

education provides a model for engaging parents.

- Staff development is neglected in this document. We have 80,000 people (teachers) to provide with staff development. That takes time, work, and money including year-long education. Education has changed, and we must involve Department of Health and Social Services, medical care providers, the entire community. The only way we can train parents and others.
- Plan must start by re-establishing democracy at the local level. I like this as a starting point. Community, goals for kids, early childhood. It talks about more than sitting in a seat for 12 years and doing what you are suppose to do for 12 years.
- Talks about staff training.
- These initiatives need research and proof that they do what they predict.
- Staff development is important, but don't take from class time.
- This is driving curriculum. We want more local input. Don't let tests drive curriculum. Look at districts who have implemented. What is cost?
- We need to build on past success, but keep eye on what to improve. Be clear about what you want to have happen, how to get there, and assess success. Need to be alternatives and choices for parents. We need help in how to build community. Key staff development plan.
- No more name calling.
- What message do we want to send?
  - — We are only one group that was brought together. You need to assemble others.
  - — The key to success is flexibility given to districts.
  - — Once groups are brought together, please listen. Don't look to find fault.
  - — Keep state-level politics out of it. This includes DPI, governor's office, legislators, and anyone elected or appointed.
  - — We need to wrestle with the dichotomy of flexibility and commonalty of goals. Care needs to be taken in use of these words.

Systemic Reform

- Need to identify all parts of system, i.e., community, school, business. Need to connect them.
- All of these parts need to be engaged. This is meaning of re-establish. Democracy, whether it's a disenfranchisement or a belief that not everyone needs to be involved in education, we must change this.
- This goes back to need for local determination, not everyone's the same.
- Need to identify and define community.
- We need to move beyond establishing or feeling blame.
- We talk about community need, how about considering student need? In light of the future (2010 and beyond).
- Kids should be part of the State Goals 2000 Panel and part of this discussion. Get a good cross-section of kids, include drop-outs and students in detention.
- We need to keep asking, will this help kids? Not, does it please parents, panels, educators, legislators?
- Please be real about who makes up the term "parents," parent, guardian, as well as differences in cultures, beliefs, devotions related to the generic term "parent."
- A real challenge exists in School-to-Work if business and industry don't make commitment to this effort, to community. This is a tough commitment.
- Don't forget the other parts of the education system, higher education, vocational education, private schools. How to include them in meaningful way? Experiential and School-to-Work may impact higher education.
  - — What education needs will be met or missed if one style of learning limits students' skills in postsecondary settings.
  - — If local districts develop career plans, take care not to lock kids into a path.
- It's critical that Wisconsin participate in Goals 2000. This with Elementary and Secondary Education Act will create money for staff development. Also federal School-to-Work Act.

General Themes

- Let the school districts structure: Do not put state-imposed dictates on them. However, the state must realize that some overarching criteria are necessary. These criteria must be limited, and they must be simple. The state needs to effectively communicate them.
- Focus on the Goals 2000 elements: how can state and local initiatives align with them?
- The community has a critical role in the educational process. The challenge is to define "the community."
- Public education: does it speak for all of the public? How do we create an inclusive process. In addition to seminars like this, many other forms of input should be sought—such as hearings and focus groups.
- The need for bottom-up change, reform, involvement is necessary for ownership. The question is how much voluntary, bottom-up change can actually occur if we have a specified framework and statewide assessment?
- Direct as much money as possible toward local districts. There is also a need for state leadership to define equitable criteria.
- More diverse people must be involved. All people from the community must be represented; collaborations must include people outside of the traditional school community. Collaboration must be modeled at the state level.
- Whatever the State Goals 2000 Panel decides, it must allow for maximum local flexibility. The guiding question is, Will this help students?
- Repeated calls for staff development for professional staff, educational assistants, and families.
- There is not broad consensus on the necessity for change. Comments range from "Why do we need change? We're happy with schools the way they are" to "How will we get much-needed systemic reform."
- There is a need to ensure equity in its broadest sense, socioeconomic, funding (school districts), racial, ethnic, gender, etc. not only relating to students but to parents and other community members participating in developing the local plan.
- We need to build bridges not create and continue to enlarge gaps.
- The Community Learning Plan is too restrictive and too prescriptive. School districts should develop their own plans with DPI answering questions along the way.

Participants

Roland Alger, principal, Ripon High School, Ripon, Wis.
Russ Allen, research consultant, Wisconsin Education Association Council, Madison, Wis.
Jim Bartholomew, policy director, Lieutenant Governor's Office, Madison, Wis.
Joy Bishar, Educational Issues Committee member, Wisconsin Federation of Teachers, Superior, Wis.
Michael Beck, legislative aide, Madison, Wis.
Mary Bell, librarian, West Junior High School, Wisconsin Rapids, Wis.
Merry Bukholt, fiscal analyst, Legislative Fiscal Bureau, Madison, Wis. (observer only)
Al Cooper, P-5 coordinator, Milwaukee Public Schools, Milwaukee, Wis.
Dina Czocher, secretary, NCREL, Oak Brook, Ill.
Sr. Mary Diez, chair, Department of Education, Alverno College, Milwaukee, Wis.
Bill Esbeck, education advisor, governor's office, Madison, Wis.
Tony Evers, administrator, Cooperative Educational Service Agency 6, Oshkosh, Wis.
Richard Fitzpatrick, superintendent, Beaver Dam Public Schools, Beaver Dam, Wis.
Nancy Fulford, program associate, NCREL, Oak Brook, Ill.
Mike Galloy, program director, communication, education, and training department, UW-Stout, Menomonie, Wis.
State Rep. Rick Grobschmidt, South Milwaukee, Wis.
Jim Haessly, executive director of student services, Waukesha Public Schools, Waukesha, Wis.
Bill Hartje, teacher, Evansville High School, Evansville, Wis.
Marlene Hoffmann, president, Wisconsin Association of School Boards, Jackson, Wis.
Dennis Hortum, teacher, Kiel Public Schools, Kiel, Wis.
Nancy Kaufman, senior academic planner, UW System, Madison, Wis.
Dennis Kayon, director of instruction, Beaver Dam School District, Beaver Dam, Wis.
Ken Kickbusch, instructional professional development consultant, Wisconsin Education Association Council, Madison, Wis.
Susan Kidder, strategic planning consultant, Department of Administration, Madison, Wis.
DuWayne Kleinschmidt, director of secondary education, Wausau School District; and Wisconsin Association for Supervision and Curriculum Development, Wausau, Wis.
Ron Lange, assistant superintendent, Elmbrook Public Schools, Brookfield, Wis.
Steve LaVallee, director of pupil services, Council of Administrators of Pupil Services, Adams, Wis.
Sandy Ludeman, president, Wisconsin Association for Supervision and Curriculum Development, Lake Mills, Wis.
Sheryl Miller, first vice president, Wisconsin Congress of Parents and Teachers, Janesville, Wis.
Jim Morgan, vice president of education and programs, Wisconsin Manufacturers and Commerce, Madison, Wis.
Carol Nelson, director of media services, Eau Claire Public Schools, Eau Claire, Wis.
Jeri Nowakowski, executive director, NCREL, Oak Brook, Ill.
G. Earl Peace, academic planner, UW System, Madison, Wis.
Charlene Pierce, assistant elementary principal, Milwaukee Public Schools, Milwaukee, Wis.
Andy Porter, academic planner, UW-Madison, Madison, Wis.
Mary Quilling, director, research and program assessment, Milwaukee Public Schools, Milwaukee, Wis.
Ken Rogers, director, instructional services, Cooperative Educational Service Agency 12, Ashland, Wis.

Barbara Shafer, director, The ARC, Eau Claire, Wis.

Eric Smith, director, Dane County Office, Cooperative Educational Service Agency 2, Madison, Wis.

Sara Sonntag, president, Parents Raising Educational Standards in Schools (PRESS), Milwaukee, Wis.

Ed Sontag, associate dean, School of Education, UW-Stevens Point, Stevens Point, Wis.

Debbie Stewart, senior editor, Wisconsin Center for Education Research, UW-Madison, Madison, Wis.

Katie Stout, instructional professional development consultant, Wisconsin Education Association Council, Madison, Wis.

Mike Tokheim, education consultant, Wisconsin Technical College System, Madison, Wis.

Bill Urban, administrator, Cooperative Educational Service Agency 3, Fennimore, Wis.

Leah Vukmir, vice president, PRESS, Milwaukee, Wis.

Alice Wilkens-Mann, director of student services, Middleton-Cross Plains School District, Middleton, Wis.

Ge Xiong, education assistant, Milwaukee Public Schools, Milwaukee, Wis.

PRESS
PARENTS
RAISING
EDUCATIONAL
STANDARDS IN
SCHOOLS

August 4, 1994

Mr. John T. Benson
State Superintedent
P.O. Box 7841
Madison, WI 53707-7841

Dear Mr. Benson,

As representatives of a statewide parent organization, P.R.E.S.S. (Parents Raising Educational Standards in Schools), we would like to register our dissent to the general content and process of the recent DPI/NCREL Policy Seminar held on July 11-13, 1994 in Madison, Wisconsin. We are very concerned with the general tone of the recommendations and the process used to obtain these recommendations.

With regards to the recommendations that were developed, we are particularly concerned with the call for "systemic reform" in the state of Wisconsin. It is the view of our organization that reform is necessary, however, each individual district should be developing reform recommendations specific to their needs. These recommendations should be based on quantifiable and verifiable methods and standards, and include the input from a broad base of parents in the community. The theme of systemic reform that was evident during the seminar is in direct conflict with not only our philosophy of "bottom-up" school reform, but also the philosophy of the Department of Public Instruction.

A second concern we have regarding the recommendations is the heavy emphasis placed on the social service needs of children not only in grades K-12, but also expanding to the birth-5 year age group. We agree that there may be a need for social service in some districts and/or with some children. Each district and/or each family within a district should be allowed to decide what, and if any social services should be provided by the school. It is our belief that the fundamental purpose of the school is to provide an academic education for our children. The extent to which services are provided beyond this education, should be left to the discretion of local officials and parents. Programs should not be all inclusive requiring parents to opt their child out, but should be elective requiring parents to opt their child in, if desired.

Finally, our concerns regarding the process of the seminar are twofold. First, we were instructed during the small group sessions that no debate was to occur. Participants were told to merely express recommendations. It was noticed by participants who expressed concerns contrary to the themes of the various DPI initiatives that debate did ensue. This was not in line with the instructions, and also set the tone for an "us vs. them" atmosphere which was counter productive.

Our second concern regarding the process is that participants were asked to make recommendations to the Goals 2000 Panel based on six current DPI initiatives. It is the view of our organization that the Goals 2000 Panel should begin with a clean slate. This will allow for an objective approach to the most important task of improving education in the state of Wisconsin.

Thank you for giving us the opportunity to participate in the Policy Seminar, as well as the opportunity to add further recommendations. We appreciate the fact that this letter will be included in the final document.

Respectfully submitted,

Sara Sonntag

Sara Sonntag
President, P.R.E.S.S.

Leah Vukmir

Leah Vukmir
Vice-President, P.R.E.S.S.

P. O. Box 26913
Milwaukee, Wisconsin 53226